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PLANNING SOME PRACTICAL MODELS FOR SHORT-
TERM TRAINING OF RURAL TEACHERS IN ASIA

A Dissertation Presented

By

Dariusz Dehghan

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

November 1977

EDUCATION

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PLANNING SOME PRACTICAL MODELS FOR SHORT-
TERM TRAINING OF RURAL TEACHERS IN ASIA


A Dissertation Presented

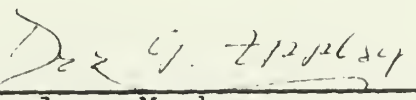
By


DARIUSH DEGHAN

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Dedicated To

My parents who care about education more than
anything else;

My brothers Mohammad and Ebrahim who are my
best friends;

My sisters, all of whom I love very much;

My kind wife, and

My lovely sons Koorosh and Sasan.

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I recognize and appreciate the efforts of professor Miro Bazany who wholeheartedly worked in Iran as the Chief Technical Advisor of UNESCO and enhanced the prestige of that organization through his hard work and extraordinary technical knowledge.

Special thanks are given to Kadkhoda Allah Morad Zare, a 90 year old rural man who was the head of the village in which I taught for years. His understanding of rural life was very deep and his eternal love for people was undeniable. He taught me how lovely rural people are, and how one can penetrate into their life to effectively work with those needy people.

I would like to thank the chairperson and members of my dissertation committee, professor David R. Evans, professor Robert J. Miltz, and professor Dee Appley for their valuable guidance and help.

Particularly, I would like to thank my wife for her assistance in typing many drafts of this document and her patience and understanding during this work.

ABSTRACT

PLANNING SOME PRACTICAL MODELS FOR SHORT- TERM TRAINING OF RURAL TEACHERS IN ASIA (February 1978)

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The numerous and increasing size of the rural population of the world, the reality that most rural people of developing countries are deprived of the minimum conditions for decent living, and the belief that the lack of proper education plays an important role in creating this situation, comprise the reasons for designing this study.

The study specifically focuses on short-term training of teachers for rural areas, because developing countries do not have the financial resources nor the skilled human resources which are needed to develop quickly to compensate for their long period of stagnation.

In addition to the shortage of financial and human resources, these countries do not have the time to train college level teachers for rural areas. At the same time educational planners, while pushing for more rapid progress and achievement, forget to plan for properly trained volunteers to teach in the rural areas.

The result is often the waste of the few financial resources without achieving the desired educational goals.

This study presents two models for rural teacher training in developing countries of Asia. These two short-term training models can provide teachers in a shorter time to compensate for the shortage of college trained teachers and to answer the rising demand of the rural population for more basic education.

Considering the needs of rural people, these two models not only train people to teach in the schools and evening classes, but also provide them with the skills required to play the role of propagandists, facilitators, change agents, helpers, and counselors in development programs.

The specific areas of focus in the study include following questions:

What are the needs of the target population for whom teachers are going to be trained?

What are the goals and objectives of such training?

What are the needs of the trainees?

What subjects must trainees study during training?

What training methods should be used?

What are the desired characteristics for directors of training programs?

What are the needs of trainers?

What educational aids and resources should be used?

What are the best sequences for the training program?

What are the ways by which the trainees will be motivated?

How should the program be followed-up?

How should training programs be evaluated?

In addition and tied to the above mentioned areas, this study provides some suggestions for modification and adaptation of the training models in various communities with different cultures.

Given the situation of developing countries and the lack of education in their rural areas, this study suggests which aspects of education planners should emphasize more and what they should do to make educationally productive citizens out of educational clientele.

Also in connection with rural development some suggestions are presented for making adult education more relevant and effective, and reasons are developed to convince educational planners to devote more attention and priority to the education of women.

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CHAPTER I

INTRODUCTION

Statement of the Problem

There are many countries in Asia, Africa, and Latin America which have recently achieved political independence, and it is anticipated that many others will reach this stage in the near future. Unfortunately most of the population of these countries, especially those people who live in rural areas, are deprived of a satisfactory minimum level of education. All of these currently emerging countries in addition to those already developing, need to develop very rapidly to compensate for their long period of stagnation.

The gap between developed countries and those which are underdeveloped or developing is so huge that the super powers and advanced countries cannot ignore it. In order to have a proper market for their countries, to have communication, to make use of raw materials of third world countries, and finally to live in a peaceful world, developed countries need to have reasonable relations with third world countries! However, the situation in underdeveloped countries, the quality of life, and the skills and education of their people is much worse than that required to meet the needs of developed countries and to maintain the desired world peace.

Mihajilo Mesarovic and Edward Pestel (1976, p. 10) present analysis which shows that if the world system and the existing situation remain the same, humanity is in danger, serious danger which may lead the whole world into holocaust. Messarovic and Pestel believe that any action to heal the situation of the world must be taken in the five approaching decades; otherwise the gap will be wider and the danger greater. So it is an emergency and the whole world must take serious steps immediately to avoid the anticipated future catastrophe.

It is pertinent to mention that the United Nations has been actively trying to rectify the situation and through international organizations such as UNESCO, UNICEF, and FAO, has tried to compensate for existing circumstances. How successful it has been and to what extent it has enjoyed the cooperation of advanced and super power countries is another question. In any case, it is obvious that great efforts must be made to change the attitudes of the community of the developed world in order to urge their governments to help the underdeveloped nations. Numerous developmental programs must begin in third world countries. This author believes that much emphasis must be placed on education, especially now that many planners in the world see investment in education as an investment for economic growth of their own countries. Lawrence Thomas (1971, p. 179) states that:

In the last two decades, formal education has become a topic of intense international concern, not only to professional educators, but also to anthropologists, sociologists, economists and political scientists. No longer is education seen as merely an individual consumer good for vocational preparation, informed citizenship and personal cultivation. It is now also recognized as an important kind of capital investment in a nation's future and as an instrument for national development, especially in the less industrialized countries of the world. The urgent demand from the developing countries is for sound, expert judgment concerning the strategies each nation should employ in expanding and utilizing its school systems.

To execute any kind of developmental programs, aware, skilled, and trained manpower is needed, and no one can ignore the role of education in the training of manpower. This author, while considering general education the most important means for development, focuses on training-especially teacher training-for rural areas of underdeveloped and developing countries of Asia. Particularly beneficial would be a kind of short-term training which can meet the immediate needs of crash educational programs. Some of the developing countries are and have been implementing different programs. To accomplish those developmental programs, the government and sometimes international organizations spend much time, energy, materials, manpower, and money, but often those programs fail to achieve their goals and objectives simply because the implementing staff or facilitators who are in direct contact with the target population have not been trained or not been trained properly. There has not been any organization to train them, to control them or to

evaluate their work. In other words, the problem is that planners are usually so involved with the quantitative aspects of the program that they forget development takes place when people are developed rather than buildings, tools, and other resources. As a result of this kind of thinking and because of the nature of these programs which usually are set up precipitately, not enough attention is paid to the training of the facilitators, teachers and the like, or if some training takes place it is not enough to provide the competencies and skills required to accomplish the job properly.

Purpose of the Study

As indicated above, many developing countries, have neither college graduated teachers for rural areas, nor have they trained the assigned teachers in an effective way. Therefore, it is the purpose of this study to provide some models for effective short-term training of teachers for rural developing countries of Asia. Models which will produce a kind of teacher who not only teaches in class, but also participates in community development activities and works with people of all age groups; a kind of teacher who is not graduated from teacher training colleges or universities but is trained enough to understand the importance of his role as a teacher; a kind of teacher who is qualified enough to provide rural people with basic education, and social awareness, and who is able to mobilize them to

develop their own community.

The implementing questions of this study are as follows:

1. What are the needs of rural people?
2. What are the goals and objectives of training?
3. What are the trainees' requirements?
4. What are the teacher educators' requirements?
(directors, supervisors, and staff of training programs)
5. What educational material should be used?
6. What training methods should be used?
7. How should training programs be followed-up?

Significance of the Study

This study is important because, as has been mentioned, newly independent and developing countries are obliged to narrow the huge gap between themselves and the developed countries, both for their nations' welfare and for maintaining peace in the world. Any step toward achieving these goals will require well planned developmental programs, and this author contends that developmental programs cannot be carried out except through conscious, educated, and skilled manpower. Because most of the third world countries are not able to import such manpower from other countries, (or if they could, they could not rely on them for ever) they have to train such manpower from their own nations.

Another assumption is that education generally has

the main role in the training of manpower and so it is inevitable that a developing country must place great emphasis on education for development. Since teachers in educational programs are still the main component, and considering the fact that developing countries do not have enough time and resources to train teachers and others involved in implementing training during a long period of time. There is no other choice except to make use of short-term training of teachers and facilitators.

Planning and developing effective models for short-term training of implementing personnel especially teachers, potentially can enable the third world nations to provide the following services to their people:

1. Basic education (Literacy and Numeracy) for the whole population, especially rural people
2. Basic sanitation, and family planning
3. Home economics and self-sufficiency
4. Basic skills for upgrading their professional abilities
5. Opportunities to modify the belief in fate and superstition
6. Opportunities to change the rural attitudes about modern education
7. Opportunities to raise their consciousness about their nationality
8. Opportunities to make them aware of their role

in contributing to the world civilization and changing the environment

9. Opportunities to raise their consciousness about life
10. Opportunities to raise their consciousness about national and international problems and
11. Opportunities to foster their sense of humanistic values

Hopefully, having such models not only helps each nation to accomplish its developmental programs at the primary level, as quickly as possible, but also takes steps for saving humanity which is "at the turning point" because of the destructive gap between the developing and the developed nations. Therefore, this study is significant and if its models are followed accurately, it can take a small step toward progress for developing and underdeveloped countries. However, effectiveness of the study and its models depend on various factors such as: competencies of directors and trainers of the training program, training institution, situation of the work, and conscientious participants.

Clarification and Limitation

a- Assumptions

1. Education is the main element for development: therefore teachers have a very important role in implementing developmental programs.

2. To meet their basic needs, developing countries need short-term and crash programs. In crash programs, planners do not pay enough attention to those personnel who are in direct contact with the target population, teachers for example.
3. Many programs have not achieved the desired results because of the lack of well trained teachers (and facilitators).
4. Development does not take place if people are not the focus of the efforts, and people will not progress by having nice buildings and complicated official relationships, but rather by having well trained teachers (and facilitators).
5. Providing and suggesting some effective models for short-term training of teachers (and facilitators) and preparing a well-organized system, for their "pre," and "in," service training can be a serious step toward progress for third world countries, particularly in their rural areas.
6. A successful training model which has been prepared for a particular country can be used for other countries which have similar cultures (obviously some minor modification would be necessary).

b- Definitions

Developmental programs here, mean literacy, modern

agricultural, industrial, hygienic, family planning, and economic programs. Teachers in "Model One" are holders of complete secondary school certification (12th grade) who have been trained for six months to teach rural adults and children basic education, and to play active roles in rural development.

Teachers in "Model Two" are holders of first cycle of secondary school certification (9th grade) who have been trained for nine months to perform the same duties as the teachers in "Model One".

Basic education, means literacy (at a level in which people are able to read and write easy content of books which are about their profession and their daily life) and numeracy (at a level enabling them to do addition, subtraction, division and multiplication).

Trainee here means student teacher.

Trainer in models one and two means teacher educator or any other expert who has an effective role in teaching trainees.

c- Exclusions

Training programs usually cover the following processes:

Setting objectives;

Identifying target population;

Establishing organization;

Recruiting trainers and staff;

- Selecting trainees;
- Finding training methods;
- Determining time and degree of practice;
- Determining degree of knowledge and skill transmissions;
- Considering budgeting issues;
- Writing evaluations & doing follow up.

This study does not deal with all of the above nor does it address long-term training of teachers. It also does not focus on the techniques which must be used for training of a particular teacher in any specialized class, (such as grade five). However, it does deal with the following issues:

1. Aims and objectives of training in relation to the needs and expectation of the target population;
2. Selection of trainees and trainers;
3. Degree to which trainers and trainees are aware of and loyal to the aims and objectives of training;
4. Proper training methods; and
5. Suggestions of some appropriate approaches to the rural people in developing countries.

d- Limitations

The limitations of this study fall into different categories. This author chose the dissertation topic mainly

because he himself is from a developing country (Iran) and has been involved in educational affairs for more than 14 years. His varied jobs-working as a teacher, principal, and supervisor in elementary and secondary schools of rural and urban areas; teaching in colleges; serving in The National Center for Adult Education and Training; working in close contact with national and international experts; being involved with educational programs run by the national government and Unesco and other foreign agencies provided opportunities for him to observe what is missing in educational programs especially when those programs are for rural areas. Also his awareness of the necessity for progress, coupled with the increasing demand for education, the lack of resources, and the shortage of time, made him focus on the training of teachers in a short period of time in order to meet immediate demands of rural populations.

It is obvious that existing models of teacher education in a developed country like America cannot meet the immediate needs of nations in which more than seventy percent of the population is deprived of even a minimum of education.

The available literature in the main library of the University of Massachusetts (Amherst) and the other libraries in the five college area are not relevant to the teacher training in developing countries. The available literature concerns primarily long-term training procedures

of teacher selection among volunteers; lengthy research in psychology of growth, psychology of learning, emphasis on exceptional children, tests and measurement, modern educational technology and its application in classroom; upgrading awareness of existing teachers, the process of counseling with individual pupils; creating pleasant atmosphere, comparing different theories of teaching and learning; self-supervision for teachers, involvement of teachers in producing curriculum; sensitivity and diagnostic training; team teaching, micro teaching, individualized instructional strategies, computer-assisted instruction, educational television, alternative educational programs, and the like.

The available literature speaks about Plato's philosophy in education, Dewey's logical and psychological theories, Pavlov and Skinner's conditioning and a lot of other things as well. This author recognizes all of these theories and believes they should be explored in training when there is enough time, manpower and resources. However, developing nations have a large number of teachers to produce in a short time; consequently they must be satisfied, for the immediate moment, with semi-skilled teacher who can give them and their children basic education (minimum competency). As there was only a small amount of literature which dealt with teacher training for this type of situation, the author contacted some involved persons and some international organizations in several countries, hoping to find

relevant materials. (see Appendix). However, although all of these sources responded to the author's request, some did not have the needed information, others (who sent some information) provided materials which could not help this author, excluding Unesco's literature. Consequently, after talking with the chairperson and members of dissertation committee about the limited information, the author decided to create new models based on his personal experience in the Iranian setting and information gained from other educational experts from Tanzania, Thailand, Bangladesh, Chile, Pakistan, Nigeria who have come to the Center for International Education in University of Massachusetts as interns or graduate students.

These personal contacts proved and reinforced the author's belief that other educational experts of developing countries are more or less complaining about and suffering from the lack of reasonable short-term training models. On the other hand, this study suffered from the lack of training models by which to compare it.

In any case, to make reader more familiar with the differences between a developed society and a rural community, which is the concern of this paper, the following pages will try to describe the people, problems, and physical setting of rural areas of developing countries. Hopefully, the description will help the reader recognize why teacher training for rural settings should be different from that in urban settings or more developed societies.

Rural Setting

Before describing the rural setting which in itself is a difficult task, it is necessary to mention that the rural people comprise the vast majority of the world's population. According to UNESCO (1974, p. 4), "Some 60 percent of the world's population live in a rural environment, but in the developing countries the percentage rises to 70-80 percent." Coombs (1974, p. 10) notes that "In the poorest and least developed countries (such as Burundi and Upper Volta) 90 percent or more of the total population lives in rural areas." Malassis (1976, p. 14) notes that "Of the thirty largest African countries, twelve have a rural population of over 90 percent, eighteen of over 80 percent." In Asia, which covers more than 50% of the world population, nearly 70% of the inhabitants live in rural areas. Considering these facts some involved people believe that any important program aiming at the development of a country has to focus on rural people. As Siddiqui (1970, Foreword) states: "In order to be effective, any worthwhile program aiming at the understanding and development of the Pakistani people must be categorically village-centered." Edgar Faure (1976, p. 10) Chairman of the International Commission on the Development of Education states that:

A further reason why everybody should be acquainted with the problems of the rural world and country-dwellers themselves educated in a manner conducive to efficiency and social justice relates to considerations of balance and harmony between town and

countryside within an overall area specially protected and adapted to human needs.

In order to understand the characteristics of the rural population of each region, one must read the respective literature, which, in discussing the following aspects, provides the reader with some characteristics of rural areas of Asia:

- a. Distribution of the population
- b. Economic situation of the population
- c. Social awareness and educational level of the population

a. Distribution of the population. Most of the population of rural areas are scattered all over the countries, living in small groups. In most cases locations of small groups are very far from one another, so that geographical distances coupled with lack of proper transportation keeps villagers separated from each other and the big cities. As reported by the Technical Working Group of UNESCO (1975, p. 38) about Nepal , "High mountains and deep rivers restrict travel and transportation most of the time in the year and isolate settlements from one another."

To give another example, Iran, which has a population about 34 million and covers an area of 628,000 square miles, has about 50,000 inaccessible villages many of which have less than 100 people. Located in remote areas, these villages are separated from one another, and there is no proper

road to connect them to cities or towns. In most of the rural areas of Asia, lack of roads force the people to travel on the backs of animals. They are further handicapped during winter, because of snow and heavy rain.

The villages usually do not have any clubs, trading centers, sport fields, or community centers. There is not even a small shop to provide villagers with necessary goods. Lack of electricity, purified water, and health centers are also common characteristics of rural areas.

b. Economic situation of the population.

Rural people almost all over the world are poor-or at least in a worse economic condition than average urban people. Even in The United States of America this is the dominant situation. Sweeney (1971, p. 1) notes that:

According to the President's Nation Advisory Commission on Rural Poverty (1967), there are fourteen million rural American who are poor or destitute. While there are eleven million who are white, the incidence of poverty is higher among non-white proportion to their number. And in the case of rural non-white population approximately three of every five persons are poor.

In Asia the majority of the rural population are farmers who mostly work for landowners. The economic situation of these farmers is very bad and they earn only enough to be alive. This group of farmers usually are not motivated to increase the production or income mainly because they know that whatever they produce, the greater part of it will go to landowners.

Also the lack of knowledge of how to use new

agricultural techniques and tools, and the shortage of fertilizer, are causes of the low production of this group.

Those few farmers who are the owners of their own small land usually, because of backwardness of the techniques used and inefficiency of their tools, cannot maximize their production. If this group occasionally produces more, they sell the products in advance to middlemen or money lenders and gain very low prices, because of such problems as lack of roads and transportation, uncertainties of market, and their debts.

In countries like India where the Green Revolution has taken place, although production has increased social differences arise. In these cases, because small farmers do not have the means and knowledge to use fertilizers and irrigation properly, they cannot benefit from the revolution as official planners wish. Malassis (1976, p. 55) notes that:

In order to put new profits of the Green Revolution to good use, landowners tend to evict smallholders or sharecroppers who, until then, farmed their land for them, in order either to farm it themselves or to change a more profitable rent.

Although now mostly big farmers benefit from it, this author believes that Green Revolution in the long run produces great results and if planned properly could cause immediate fruits for target population.

Whatever the reasons are, political, technical, or social, one can see that farmers' economic situation is far from being reasonable which deeply affects their health,

nutrition and education.

c. Social awareness and educational level of the population.

Social awareness on the part of the rural population of Asia is another issue. As was mentioned in earlier pages the shortage of roads, uneven distribution of the population, and poor economic situation of the rural population, along with the lack of communication have resulted in a kind of ignorance about what happens in the cities. In the other hand, traditional attitudes which stem mostly from economic and political domination of landowners and false profiteer religious leaders, have caused rural people to believe in fate and superstition. Consequently rural people in many cases not only do not help developmental activities, if there are any, but also resist any change. Besides that, because outsiders seem indifferent to their prolonged poverty, rural people are suspicious of any program which is introduced by unfamiliar people. It is clear that even if the government wants to and can pay enough attention to development of villagers, the whole rural situation makes social workers reluctant to serve in rural areas. Therefore, teachers, medical doctors, veterinary surgeons, engineers, and other experts refuse to work in villages even when offered higher salaries. Consequently, rural people are deprived of basic sanitation, family planning or home economic information, nutrition, modern professional skills and other skills which are necessary for a basic normal life in this century.

The educational condition of the rural population is no better than other aspects of their lives. As a report by Unesco (1974, p. 9) about fifteen Asian countries shows, "Out of 263 million youth, (age 6-18), 163 million or 62% were out of school." The same report indicates that "A large majority of out-of-school youth are in rural areas." In another report by Unesco (1975, p. 4) about rural Asia one can see the following sentences:

The emphasis on rural transformation drives from the fact that the majority of the people in these countries live in rural areas. While producing food for the urban sector, they are simultaneously exploited by being deprived of the minimum conditions for decent living.

In any case, as Faure (1976, p. 11) states: "Education should be placed first and foremost in the service of democracy,..... For the rural world to be integrated within a democratic society, its education which has already begun, must be carried further."

Believing that education is a human right, and considering the overall situation of rural people, and knowing the reality that due to shortage of time, lack of resources, and ambition for progress, governments of developing countries cannot provide college teachers, this author focuses on short-term training of rural teachers, training of a kind of teacher who not only teaches in classes, but also plays the roles of other development workers.

Organization of the Study

The present study is reported in five chapters.

Chapter one included: The introduction to the problem; the purpose of the study; significance of the study; clarification and limitation and rural setting.

Chapter two presents topics such as: significance and role of training in rural development; definition of training; teacher training in developing countries of Asia; rural teachers, problems, roles and skills; curriculum of rural teachers; teacher educators; and the bibliography of the chapter.

Chapter three, which covers planned "Model One" has following sections:

Identification of needs; goals of training; trainees' requirements; trainers' requirements; director of training requirements; educational aids, media, and resources; design of training; training methods; evaluation of the training program; and bibliography of the chapter.

Chapter four covers planned "Model Two" and has following sections:

Main purpose; target population; goals and objectives of training; trainees' requirements; how should the trainees be trained; who should run the training program; what educational aids, media, and resources should be used; how should the trainees learn; what are the sequences of training program; how should one motivate the trainees, how should one

follow-up the program, and evaluation of the program. Chapter Five presents adaptation of the models, and under the title of "Some Suggestions" gives the following sections:

Place emphasis on practical aspects of education; prepare a situation in which clientele or buyers of education become its producer too; in adult education give them what they want not what you think is good for them; in adult education give the priority to women, because they deserve it more, and are the best propagandizers and disseminators of education.

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CHAPTER II

REVIEW OF THE LITERATURE

In the first chapter the problem, purpose, significance, assumptions, definitions, limitations and organization of the study was discussed. This chapter will review the literature on training generally and teacher training in particular in order to familiarize the reader with substantial issues of this topic. It should be noted that in contrast to teacher training for urban areas, literature on teacher training in developing countries and their rural areas are rare. Realizing this shortage of literature, this author conducted international organizations such as UNESCO (see appendix), to get some information. In this chapter following issues will be discussed:

- a. Significance and role of training in rural development
- b. Definition of training
- c. Teacher training in developing countries of Asia
 - 1. Some statistics about teacher training in Asia;
 - 2. Rural teachers, problems, roles, and skills;
 - 3. Curriculum of rural teachers;
 - 4. Educators of rural teachers.

a- Significance and role of training in rural development

Looking at the history and process of man's improvement, one can notice that without training it was impossible for human-beings to have any civilization. Primitive man while struggling with the wild nature, was obliged to keep every single positive experience, to make living easier. In order to achieve this, he started to train his children in these experiences. As Cloyd S. Steinmetz (1967, p. 1) states "As man invented tools, weapons, clothing, shelter, and language, the need for training became an essential ingredient in march of civilization". Actually it was through training that man was able to pass on to others the knowledge and skills which he had. Also it is through training that people become able to change values and behaviors. Lynton and Udai (1967, p. vii) indicate that "In industrially developed countries training is a means to reduce obsolescence among people and organization in the face of relentless technological innovation." Effective training at different levels of various organizations of a developing country may cause its complete independence and save it from foreign interference and foreign experts. As Lynton and Udai (1967, p. vii) note "In developing countries..... increased knowledge and skill and application, are a latent resource that can be mobilized by training without heavy demands on scarce capital and scarce foreign exchange....." It is obvious that development cannot take place without

having skilled and educated human resources. Even those countries which are financially rich cannot be developed except by relying on foreign experts, while this in itself has created many problems. Nylen, Michell and Stout (1967, p. 9) state that "The productivity of a nation is closely related to the accumulated education and skills of its labour supply.....countries with uneducated and unskilled population have grown slowly, if at all." Accepting that development and training has a direct relationship, one may come to the conclusion that an important reason for poverty in rural areas, especially in developing countries, is lack of education. Rural people have to be trained to not only provide themselves with a higher level of life but contribute to the development of their country. As the Committee for Economic Development (1970, p. 11) has noted "The crisis of the poverty population, and the more general concerns of national welfare, requires that all who wish to work have access to.. ...training opportunities which leads to jobs."

The above statements show the importance of training in development. Since the majority of the population of developing countries live in rural areas, training which results in higher productivity and better understanding of life could be the basis for effective national development.

b. Definition of Training

Training has been defined in a variety of ways. Lynton and Pareek (1967, p. 8) describe "Training as

well-organized opportunities for participants to acquire the necessary understanding and skill." John D Folly (1967, p. 54) looks at training from a behaviorial scientist's point of view and states that, "Training is what the trainer does to the trainee. Learning is what happens to the trainee so that he consistently behaves differently after training than he did before." Mc Gehee and Thayer (1961, p. 2) describe that training in past had a kind of restricted meaning like "to drill" but because of industrialization, training "Now encompasses activities ranging from the aquisition of simple motor skills up to the development of a complex technical knowledge." Janes Morrison (1967, p. 556) has a simple definition for training program and states that, "A training program is simply the structured arrangement of activities which facilitates learning." Kenney (1972, p. ix) defines training as "...helping an individual to learn how to carry out satisfactorily the work required of him in his job."

This author, while agreeing with the above definitions, believes that a desirable training is some well-organized opportunities, prepared through informal, nonformal or formal channels, for interested trainees to acquire necessary knowledge and skills, in order to carry out a particular job, satisfactorily.

c. Teacher Training in Developing Countries of Asia

As was discussed earlier, training plays a very important role in development and there is a great need for

effective trainers. In the past, families were responsible for most of the training of their children, but modernization has taken these responsibilities from families and transferred them to the schools. In developing countries, which are obliged to immitate advanced ones, as well as in developed countries, people believe it is necessary to develop an appropriate educational system, through which to provide themselves with a better economic, political and humanitarian life. To achieve these expectations training capable teachers is important, and as Frank Klassen (1970, p. v) states:

The teacher in such an educational system performs significant function since his role is to perpetuate society's heritage and simultanesusly to energize human resources toward social progress. If it is accepted that the teacher is a central element in the formal education of a nation's human capital and that the level of education cannot rise far above the quality of the teacher in the classroom, then selection and preparation of these teachers are of significant social concern. Concerted effort must be made, therefore, to produce the best teacher that a nation can afford.

Although all nations have realized the significant role of teachers, and the role that they can play in passing on to the others today's knowledge and skills shortage of teachers can be seen in many countries. According to UNESCO (1970, p. 12) "findings:"

In A.D. 2000, the world's population will have reached 7000 million, at which stage 60 million teachers will be needed to provide education for 2000 million children from 5 to 14 years of age on the basis of thirty five to a class. At the present time, teachers throughout the world number only 10 million.

However, the same findings indicate that future university students would prefer to have other jobs rather than teaching as a profession. It is important to note, whatever the situation of teacher training will be in future, developing countries will suffer more and will have more crises because they are faced with lack of human and financial resources, as well as greater demands for building educational systems. Therefore they are obliged to hire teachers with less qualification.

1. Some Statistics about Teacher Training in Asia

Table 1 from UNESCO (1972, p. 8), "Which shows the number of institutions for primary teacher training and the student ratios 1958-59," illustrates how few institutions there are. It is more surprising when one realizes that between the years of 1950 and 1960 most of the attention of regional countries has focussed on first level education.

TABLE 1 (UNESCO)

Number of institutions for primary teacher
training and the student-teacher ratios 1958-59

Country	Number of Institutions	Student-Teacher Ratios
Afghanistan	3	1:16
Burma	6	1:22
Cambodia	2	1:31
Ceylon	22	1:16
India	916(1956-57)	1:12
Indonesia	755	1:11
Iran	4	1:9
Korea, Rep. of	18	1:27
Laos	1	1:17
Malaya	15	1:29
Nepal	1(with II mobile teams)	1:18
Pakistan	94	1:18
Philippines	305	1:11
Thailand	29	1:16
Viet-Nam, Rep. of	1 (also 9 normal school classes)	1:15

Table 2 shows the percent of Asian countries' teachers that have been teaching while they have not any kind of professional training.

TABLE 2 (UNESCO)

Trained and Untrained primary Teachers 1958-59			
Country	No. of Teachers	No. of Trained Teachers	%
Afghanistan	3 220	2 250	70
Burma	34 431	23 946	70
Cambodia	13 247
Ceylon	61 935	43 330	70
India	710 139	442 147	62
Indonesia	176 653	135 175	78
Iran	37 638	10 239	27
Korea, Rep. of	61 045	60 645	100
Laos	3 083
Malaya	36 509	19 095	52
Nepal	4 500	1 700	38
Pakistan	111 900	80 424	72
Philippines	99 256	91 633	96
Thailand	93 602	37 050	43
Viet-Nam, Rep. of

Table 3 discovers general education and professional training of primary teachers 1958-59.

TABLE 3 (UNESCO)

General Education and Professional
Training of Primary Teachers 1958-59

Country	Minimum Requirements in General Education: Years of Schooling	Duration of the Training Course
Afghanistan	9 years	3 years
Burma	7 years	1 year
Cambodia	6 years	4 years
Ceylon	10 years	2 years
India	10 or 11 years (This was lowered to a completion of the middle school course (7 or 8 years) in rural areas and in the case of women teachers).	2 years in some areas and 1 year in others.
Indonesia	6 years.	There were two types of training institutions--the first provided a 4-year course and the second a 6-year course which was equivalent to the 3 years of the lower secondary school and 3 years of teacher training proper.
Iran	12 years (or completion of class 9 with training).	2 years (1 year for tribal schools).

TABLE 3 (Cont'd)

Country	Minimum Requirements in General Education: Years of Schooling	Duration of the Training Course
Korea, Rep. of	9 years (It was proposed to raise it to 12 years of study with effect from 1960).	3 years. (To be reduced to 2 years when the minimum requirement was raised to 12 years of study).
Laos	6 years (Even this was lowered in some cases).	4 years.
Malaya	i) 11 years. ii) 9 years.	2 years. 3 years.
Nepal	10 years (This was lowered to completion of middle school in rural areas. In hilly tracts, even lower qualifications were accepted).	1 year.
Pakistan	10 years (lowered where necessary, and particularly in rural areas, to 7 or 8 years of school).	2 years in some cases and 1 year in others.
Philippines	10 years.	2-4 years.
Thailand	10 years.	2 years.
Viet-Nam, Rep. of	10 years.	1 year.

Table 4 shows that the number of primary training institutions has increased as has the population of Asian countries, during the years between 1958 and 1970.

TABLE 4 (UNESCO)

Number of Primary Training Institutions
and Level of Training (Around 1970)

Country	Year	Number	Type of Institution	Level Primary
Afghanistan	1970	8	DMA's Institute for Teacher Training	+
Burma	1970	11	Teacher Training Institute	+
Ceylon	1970	22	Non-Specialist Teachers' Colleges	+
China, Rep.of	1970	9	Junior Teachers' Colleges	+
India	1970	1 228	Teacher Training Schools & Institutes	+
Indonesia	1968	347	SPG's	+
Iran	1970	1	University College of Education	+
		20	1 Year Teacher Training Centres	+
		3	Nomadic Teachers' Colleges	+
		17	Rural Teachers' Colleges	+

TABLE 4 (Cont'd)

Country	Year	Number	Type of Institution	Level
				Primary
Iran	1970	69	Primary Teachers' Colleges	+
		1	Teacher Training College of Army of Knowledge	+

Khmer Republic	1970	3	Primary Training Institutes	+

Korea, Rep. of	1970	16	Junior Teachers' Colleges	+

Laos	1970	4	4-year Normal Schools	+
		4	2-year Training Centres	+

Malaysia	1970	9	Training Colleges	+
		1	Emergency Training Centre	+

Mongolia	1970	6	Teacher Training Tekhnikums	+

Nepal	1970	5	Primary Teacher Training Centres	+

Pakistan	1970	77	Teacher Training Schools	+
		17	Teacher Training Schools	+

Philippines	1970	281	Departments of Private Universities and Colleges	+
		9	Normal Schools or State Teachers' Colleges	+
		333	Secondary Training Colleges or (University Departments)	+

TABLE 4 (Cont'd)

Country	Year	Number	Type of Institution	<u>Level</u> Primary
Singapore	1970	1	Teachers' College	+

Thailand	1970	4	Teacher Training Schools	+
		21	Teachers' Colleges	+
		1	Faculties of Education	+

Viet-Nam, Rep. of	1970	8	Normal Colleges	+
		6	Normal Classes (Incomplete Colleges)	+

Japan	1970	47	Teacher Training Institutes	+
		764	Junior Colleges and Universities	+

Taken from Unesco (1972, p. 15)

As a regional survey which was done by Unesco (1973, p. 24) about in-service education of teachers in fifteen countries of Asia shows, all the developing countries of the region seem to have certain common problems as follow:

- a. Inadequate planning and coordination for in-service educational programs at national level.
- b. Inadequate institutional support for in-service educational programs.
- c. Inadequate contact at different levels of the

administrative system-national, regional, local and school.

- d. Inadequate availability of resource persons and resource institutions.
- e. Inadequate attention to the new educational insights and experiences which could result in re-organization and reform of education.

The same survey concludes that:

The wide gaps which are evident in the in-service education programs relate to areas in which resource persons and resource institutions have not yet been built up on an adequate scale: education in rural areas, training for instructional leadership, and evaluation of in-service education programs and their methods.

Actually these countries are not only short of teachers and educators, but other kinds of experts too, and Harbison (1964, p. 75) very truly states that:

Scientific, professional, and technical personnel of all kinds are in very short supply, and the most critical shortages are to be found in the subprofessional categories such as engineering and agricultural technicians, nurses and medical assistants, secondary school teachers, industrial supervisor, and senior craftsmen. Indeed, the partially developed country is far from self-sufficient in manpower of this kind, and must continue to import a significant number of persons with critical skills.

2. Rural Teachers, Problems, Roles, and Skills

The above mentioned findings of survey are mostly about teacher education in developing countries of Asia, not specifically their rural area, so, it is obvious that the situation of rural teacher in mentioned countries is much worse than the mentioned average. One of the most important

problems of rural area is that the qualified teachers are reluctant to go and serve in those areas. As Coverdale (1974, p. 32) states "The best teachers tend to congregate in the cities while the education and training of rural youth is left in the hand of inferior practitioners." The report of technical working group of UNESCO (1975, p. 38) shows how difficult it is to send teachers trained or untrained to rural areas. Also it illustrates the low academic qualification of those teachers who do work in those districts.

The question of supply of trained teachers to the remote areas of the country is acute. Teachers from other parts of the country generally do not want to go to these remote areas. The problem is further aggravated when one finds that there are very few people who qualify to undergo training in these areas.....The project envision to upgrade and train 46% of the teachers of these districts who have not completed even their eight years of formal schooling, thus making them qualified and more competent.

AID (1970, p. 9) mentions the same problem:

In all these areas (developmental activities) the preparation of teacher educators presents a critical challenge. Simply to build up the institutional capacity to prepare the number of teachers required is a staggering problem. An even greater problem is to prepare teacher educators who will stir up in prospective teachers a willingness to change.

Actually the teacher who is trained for developing countries, especially for their rural areas, usually has quite different characteristics from the one who is trained to teach in schools of developed countries. Rural teacher, while is provided with less educational opportunities, has to play the role of community counselor, communicator, learning facilitator, organizer, developmental program

coordinator, developer of learning materials, team member, guidance officer, and be manager of instructional systems.

Such a teacher who needs to participate in every activity of the rural area and change the attitudes and behavior of the rural people in specific ways, has to know the social structure of the community and its values. He has to participate in every educational activity which is offered through formal, nonformal, or informal channels. It is inevitable for him to know the politics and trends of his own government and educational aims and objectives in rural areas. As it is noted in a regional report of UNESCO (1975, p. 30),

It is obvious that in any program of (rural) development, teachers have a key role to play. This is not only because the teacher has a vital contribution to make as an educator, but also because he has other roles and responsibilities as a member of his community. Recognition of this fact is an essential step in bringing about permanent and progressive changes in his community.

Looking at the duties of a teacher in rural areas one can see that the learners are not only regular school children or adults who attend evening classes but potentially people who are in or out-of school. Therefore, respective institutions have to carefully search to select and hire those people who can and really want to work in this situation. The Study Commission on Undergraduate Education and the Education of Teachers (1976, p. xv) has described that "In the case of teacher education, the institute should undertake research to identify hiring criteria based on specific groups of students..." And also the institution has to have

enough flexibility to apply any necessary changes for the betterment of the program. According to a Report of a Regional Workshop by UNESCO, (1975, p. 30) it is desirable for teachers of rural areas to have the following skills:

a) Psycho-Social Skills

- to understand the local culture, particularly its primary values, beliefs, norms, and common practices;
- to understand and respond positively to the development problems of the community;
- to mobilize assistance as needed by development program leaders;
- to stimulate innovations in community development activities;
- to be able to learn from other people and be a follower as well as leader;
- to behave in ways acceptable to the community;
- to stimulate people to work in groups, identify problems, share experience, develop and implement plans;

Psycho-social skills help to stabilize the teacher and make him acceptable from the point of view of the rural people. It is important to note that many teachers and community workers, even those who are technically capable, have not been able to remain in rural area because of the lack of these skills.

b) Practical Skills

- to work alongside the farmers, artisans, and other members of the community;
- to demonstrate more effective practices in respect of such matters as health and nutrition, environmental improvement, etc., specific to the needs and resources of the community;
- to identify the needs and resources of the community through surveys, interviews, questionnaires, and other means.

Practical skills help teachers to work effectively for rural development, while considering needs of the rural people.

c) Communication Skills

- to speak the dialect or language of the community;
- to use the village system of communication;
- to enlist the co-operation of community leaders;
- to organize and attend village meetings;
- to visit isolated areas in implementing knowledge dissemination;
- to guide suggesting alternatives to solutions;
- to act as a resource finder, know the available resources and establish contact;
- to interpret policies and practices related to community development;
- to serve as a counsellor in the school community situation.

The Communication Skills provide teachers with the necessary power to penetrate into the community and mobilize its powers and resources in the direction of rural development.

Although these skills are desirable, one has to admit that a rural teacher with low educational qualification cannot acquire all of those skills. A team of teachers might share the mentioned skills, but it is not realistic, because most rural areas have difficulty finding one single teacher.

However, it is obvious that more skillful and dedicated teachers can cause more development and higher equality in rural areas.

3. Curriculum of Rural Teachers

It was discussed earlier that a teacher in the rural area of developing countries has multiple roles, various duties and different students or audiences. If all these are accepted, one may come to the conclusion that the curriculum or teacher education program has to be designed in a way to prepare the teacher for these roles, duties and the learner's needs.

According to UNESCO (1975, p. 32):

The teacher education programme generally has four components:
 The knowledge content of the disciplines which the prospective teacher will teach;
 The methods by which the selected knowledge-content is organized for instruction;
 The professional studies which provide the theoretical foundation of the art of teaching;
 And practical training in teaching methods and techniques.

All of these four components, while benefiting from the most recent findings of psychology, sociology and anthropology, have to be transferred to teachers in a way to meet local needs, relate educational activities to developmental ones, contribute to social and economical needs of villagers, and make use of whatever resources are available. Teacher curriculum has to be kept up-to-date and provide the trainees and teachers with new ideas and educational innovations.

As Coverdale (1974, p. 33) states

It (Curriculum Development Unit) should be capable of steadily feeding the teachers and trainers with a variety of ideas, some of them the product of the experiences of others in the same field possibly even in other countries. The unit should offer a continuous supply of teaching materials, including audio-visual aids, bulletins and periodic manuals, as well as encouraging the production of suitable text books.

Probably the most important things that the teachers have to be aware of, through teacher education, are the purposes and objectives of their training. Silberman (1970, p. 472) notes that:

The central task of teacher education is to provide teachers with a sense of purpose or if you will, with the philosophy of education. This means

developing teachers' ability and their desire to think seriously, deeply, and continuously about the purpose and consequences of what they do.... about the ways in which their curriculum and teaching methods, classroom and school organization, testing and grading procedures, affect purpose and are affected by it.

Also the general curriculum has to be related to teacher education programs. The curriculum of rural areas, like urban ones, has to be geared to national development and serve national development policies.

Unfortunately in many developing countries, including Asian ones, types of schooling do not match with developmental trends. As Thomas (1971, p. 182) describes, there are four types of schooling "memorizing, training, developing intellect, and problem solving." Developing countries usually are encouraged to have memorizing as the primary source of their curriculum, information coming from "the best of the past." To make this clear Thomas gives following examples of memorizing schooling.

- (a) Grammar schools of Colonial New England.
- (b) Academic schools of Korea, Thailand, Taiwan, etc.
- (c) The Koran schools in Moslem countries.
- (d) The Yobiko ' Cram schools ' in Japan preparing for admission examinations to high school and college.

In this type of schooling immediate uses of study is not important and "efficient memorizing of the best in the cultural heritage is facilitated by the cultivation of certain character traits-persistence, obedience, respectful silence, deference to elders, etc." As Thomas (1970, p. 182) has described, the curriculum of this type of schooling,

especially when it is encouraged as the main form, consists of "Classical literature, ancient philosophy, authoritative history, mathematical computation, descriptive science, principles of moral conduct." The major activities of students are listening, observing, reciting, writing and rote memorizing. Teachers in this type of school mostly lecture, conduct recitations, give assignments and examine, and often students have to copy the teachers' lectures when the text books are not available. Teachers force the students to obey and defer to them and pay complete attention to the class while the threat of failure is the most important source of motivation for students. Thomas (1971, p. 183) concludes that this type of schooling does not have any relation to action or practice. "Intellectual knowledge is simple possession of correct ideas, no relation to action or practice, except in taking examinations." About outcome of memorizing schooling he notes:

Anticipated outcomes:

An accurate and precise memory; disciplined obedience.

A well-stocked mind, intellectual conformance.

Reverence of the past; resistance to change.

Satisfaction of possessing classical learning for its own sake.

Looking at the characteristics of the memorizing type of schooling, which is the dominant type in educational systems of developing countries, one sees why graduates of these systems are reluctant to be involved in practical aspects of life and prefer to work in offices rather than in farms and factories. Also it illustrates why some of these countries

rely on foreign experts even while they have highly educated manpower in the country.

Considering the fact that curriculum has a very effective role in educational system, and remembering the fact that advanced countries use training, developing the intellect, and problem solving types of instruction, developing countries have to change the pattern and do the same. Otherwise, even if the teacher curriculum is perfect, existing general curriculum does not permit any progress. In addition to this, teacher education programs cannot be separated from general curriculum. The knowledge content which the teachers teach, the methods of organizing that knowledge for instruction, the theoretical foundation of the art of teaching, and methods of practical teaching all come from the general curriculum. Therefore, teacher education cannot be designed in a vacuum but must be structured in relation to the general curriculum of the schools and the needs of target learners. As the report of a regional planning workshop of UNESCO (1975, p. 32) notes:

It was recognized that curriculum development for teacher education should be approached in the total perspective of the school curriculum. The teacher education curriculum should be designed to enable the teacher to respond positively to the needs of children, as well as to the development needs of the community and realities of life.

The third regional Conference of Ministers of Education, which was held in Singapore on 1971, UNESCO (1972, p. 44) notes that "The training of teachers is a critical element

in the designing and carrying through of any reform in education or in the development and use of innovative approaches." The same Conference identifies the following inadequacies in present teacher education programs of region:

1. The curriculum content of teacher education programming is largely based on out-moded concepts and has failed to keep pace with the advancement of knowledge.
2. While the teacher's task is becoming more and more complex, the teacher education programmes have not shown adequate awareness of the changing roles of teachers and schools in the national setting.
3. There is a wide gap between the methods advocated by teacher education institutions and what they actually practise in training teachers.
4. Teacher education institutions have tended to isolate themselves from the schools for which they prepare teachers, and the problems of teaching under actual conditions as they are in the schools are not reflected in teacher education programmes and their methods.
5. By and large, teacher education institutions tend to adopt uniformity and routine in their training methods and consequently have not been able to contribute substantially to new advances in educational science or show responsiveness to them.

A debate exists about ruralizing the curriculum so all students - urban and rural - realize the importance of the rural areas, or providing special ruralized curricula in the rural areas. The objection to the latter is that it discriminates against rural children, providing them with an education that gives them less chance to go on to urban higher education.

Considering the unique situation of developing

countries and their need for rapid development this author believes that, to design an effective curriculum for rural areas, designers have to cooperate with national, regional, or local planners and experts to match the learner's need, community needs, and manpower needs with the government policies. To do this, they should make use of new internal and external educational experiences and findings, while trying to link educational activities to other formal, non-formal and informal activities of the community. Pre-service teacher education and in-service programs for teacher of rural areas, while stressing broad subjects of social awakening, health education, employable skills and rural transformation, have to combine theory and practice to make teacher education more effective.

4. Teacher Educators

As already was mentioned lack of skilled manpower is one of the most important problems of developing countries. The availability of qualified teacher educators is a big part of this problem. According to a UNESCO (1972, p. 39) survey in some Asian countries:

The problem of staffing teacher training institutions has grown in urgency as the training systems have expanded. Allied to the quantitative problem of supply is the need to ensure that the trainers of prospective teachers have the qualification, experience, skills and competence that are called into play in preparing teachers for the schools in changing social and economic environment.

Given the fact that one cannot give more than what he gains, the quality of education will never improve, unless

responsible people search for more qualified teacher educators while struggling with quantitative problems. Teacher educators not only need to know the subject matter that they teach, but also they have to be aware of the aims and objectives of the whole training program. Teacher educators have to be one of the key groups who participate in curriculum developing and introduce new innovations to teacher students. There must be different training programs for teacher educators not only to qualify them but to make them aware of new changes, experiences, and innovations in education. As a report by UNESCO (1976, p. 8) notes, in-service training for teacher educators need to have following objectives:

1. To develop an awareness of current theory and practical courses on teacher education;
2. To identify and analyse the problems of and strategies for introducing and managing innovations in teacher education curriculum;
3. To work out plans for the introduction of specific innovations related to education for development, and basic functional education;
4. To draw up plans for the introduction of innovations in teacher education programs in the participants' respective countries;
5. To develop and strengthen programs of staff development through which teacher educators might share their experiences in curriculum development in the school and correlated changes in pre-service and in-service teacher education;
6. To develop a favourable attitude towards innovation and change.

Teacher educators have to realize that the role of the teacher has changed and that most of the developing

countries try to link education with national development. They have to be concerned for the democratization of education while bringing innovations into the structure, organization and curriculum of teacher education. Teacher educators should make use of nonformal education as well as informal, to achieve their educational purposes. As the report by UNESCO (1976, p. 14) describes, the teacher educators have to know that:

The changing school curriculum demands new strategies for teacher preparation. Scientific and technological advances have created a new socio-cultural milieu in which the schools function. This has resulted in a demand for new teacher competencies, some of which are:

- a. Ability to understand the community in which the school is located - its cultures, language, beliefs, norms and common practices;
- b. Ability to analyse government programs in terms of their subject;
- c. Ability to make teaching creative and enhance creativity amongst learners;
- d. Ability to enlist co-operation of para-professionals and resource personnel from the community and thereby enrich classroom activities;
- e. Ability to organize learning activities to fit the environment and give responsibility for learning to learners.

Therefore, attention once more is directed to seeking ways in which the teacher educators can be trained and creatively mobilized. Since this paper does not intend to go in further details about teacher educators, it concludes that having different local, regional, national and international

workshops or training programs for teacher educators is crucial. Also educational planners have to use efforts to hire more women for teaching position in every level (teacher educator and teacher), because women have been more deprived of education in rural areas, and deserve more attention. It is added that the desirable education for teacher educators and teachers is a life long education, otherwise required improvement will not happen.

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CHAPTER III

MODEL ONE

Identification of Needs

As was mentioned in Chapter One most of the rural people of developing countries are deprived of a minimum of education. They believe in fate, and superstition and are frequently resistant to change.

It was explained that it is inevitable for the governments of these nations to provide the people with extensive basic education if they desire rapid development, and if they want to introduce and implement developmental programs such as:

- a. Literacy and numeracy;
- b. Basic sanitation and family planning;
- c. Home economic and self-sufficiency;
- d. Basic skills for upgrading people's professional skills;
- e. Changing the minds of people about modern education;
- f. Consciousness raising with regard to a sense of nationality;
- g. Consciousness raising with regard to the role of rural people in making civilization and changing

the environments;

- h. Consciousness raising about life in general,
national and international problems.

Also it was explained that due to the shortage of skilled manpower and time, financial problems and the lack of adequate facilities these countries cannot wait for the services of the few educators who are trained in universities. Besides that, high educated people usually have "great expectation" and are reluctant to work in rural areas, with low standards of life. Therefore, the necessity for providing short-term training for volunteers who want to teach in rural areas with lower expectations, becomes evident.

Model One is created to provide developing countries with a practical design to train teachers in a short-period of time in a way that will effectively meet the needs of rural people. Overall goals of Model One are to assist trainees in gaining the skills, knowledge, and attitudes necessary for effectively teaching basic education to rural children and adults, while creating opportunities to eradicate the belief in fate and superstition; to raise the consciousness of rural people with regard to their nationality; to make the rural population aware of their role in changing the environment and making civilization; to raise the consciousness of rural citizens about life in general and, national and international problems; to motivate these people to upgrade their professional skills; and to change

their minds about the developmental programs provided by government for their welfare.

Specific Goals of Training

During training time the trainees should gain the following knowledge, skills, and attitudes or enhance the knowledge, skills, and attitudes they already possess:

1. Knowledge,
 - specific knowledge about subject matter which they are going to teach (literacy, numeracy).
 - general knowledge about natural science especially those factors which are important in rural life such as: soil, water, seed, sun, rain, clouds, plants, air, fertilizer.
 - general knowledge about the human body, the function of its parts, causes of disease and death, the role of health programs in life and the significance of nutrition.
 - general knowledge about social science, national and international history, politics, economic, and religion.
 - general knowledge about developmental programs that the government has provided for the welfare of the nation and the significance of those programs.
 - general knowledge about the psychology of learning and the theories of learning.

- general knowledge about the psychology of youth and adults.
- general knowledge about the aims and objectives of educational programs in their country, especially those in which the people themselves are involved.

2. Skills: (a) specific (b) general

a. Specific Skills:

- in motivating the rural people
- in preparing the lessons
- in presenting the lessons
- in questioning
- in giving examples and repetition
- in controlling participants
- in using Educational Aids such as: posters, blackboards, flipcharts, slides, radios, tape recorders and the like (whenever possible)

b. General Skills

- in communication with rural people
- in attracting people
- in role playing
- in relating curricula to the functional needs of the people
- in relating educational programs to social and individual requirements
- in encouraging rural people to solve their own

problems and be self-sufficient, while helping them to distinguish different governmental welfare institutions and their functions

- in transferring their ideas by the cheapest available medium
- in simplifying complicated matters for rural people

3. Attitudes

The trainees need to develop their attitudes about:

- the significance of educational programs in upgrading the understanding of man of his life
- the significance of the teaching profession as a mean for development
- the dignity of human beings
- the equality of rural and urban people
- serving their fellow-countrymen in order to help the humanity
- the reality that in rural areas they are not serving only as a teacher, but as a guider, helper, facilitator, monitor, and change factor as well
- the fact that services are more important when rendered to needy rural people rather than prosperous citizens
- the fact that rural people have special values that should not be ignored by others
- the reality that adult rural people have

experiences which are important to themselves and those experiences should not be discounted because the rural person is not educated.

- the fact that among the elements of learning situations the learners are the most important factor; all the other elements exist to serve and facilitate the action of learning.

Characteristics of Trainees

Teacher training (Model One) is for trainees who will teach primary rural schoolage children and drop-outs during the day time and teach adults (formally or non-formally) in the evening or any appropriate time. All trainees (men and women) should have the following characteristics:

1. They should hold a certificate in secondary education (grade 12);
2. Trainees must express their interest in the teaching profession;
3. They must sign a contract to teach in rural areas and not leave their post during the academic year;
4. They (especially women) must be from rural areas or at least have familiarity with respective rural life;
5. It is preferable that the selection include those who have not had experience in conventional teaching, because this group will resist innovation in teaching;

6. Trainees can be selected among men and women of any age group; those who have worked in some way in a rural area are preferred;
7. Trainees must speak clearly and preferably be acquainted with the local dialect.

Characteristics of Trainers

Trainers or teacher educators must be able to provide trainees with necessary knowledge and skills as was mentioned in earlier pages. Also they have to develop trainees' attitudes about significance of education and its role in development.

Although the topic of this study does not cover the trainers' qualification, trainers for this model would be required to:

1. Have broader knowledge, skills, and attitudes than those which were set for trainees.
2. Know the objectives of training specifically.
3. Know what subjects trainees have to learn to acquire the appropriate knowledge, skills and attitudes.
4. Know how to organize learning content sequentially.
5. Know the ways to make sure trainees have learned the content.
6. Know and use appropriate teaching methods for each session and subject matter.
7. Create a situation for trainees, in class, which

allows them to learn more and feel comfortable.

8. To act model in the class the behavior that they want trainees to adopt in the field.

To avoid continuing the existing conventional pattern of teaching this author believes that trainers should be selected among those recently graduated from colleges of education, or experienced, flexible educators who have had the same innovative courses in education.

Supervisors' Requirements

Supervisors are those group of educators who are supposed to visit a group of teachers regularly and observe all of the activities of that group. During these observations, supervisors try to upgrade the qualifications of teachers and solve their technical problems. Since in remote rural areas postal services are not provided, supervisors carry information for teachers and in this way, bridge between teachers and their respective offices.

Role of supervisors is very important. Actually they are the only educators who can have close relation with the teachers in the field and can have deep influence on them.

Unfortunately in many cases the supervising role is given to those old teachers who cannot or do not want to teach. Sometimes rebellious or influential teachers who want to gain more money and do less work obtain this position. These supervisors are usually not capable to guide or help the teachers.

The first group (old teachers) of these supervisors mostly compromise with the teachers and the second group (the rebellious) play the role of an absolute authority who cannot help the teachers professionally but whose unfriendliness makes the teachers lie to them by setting up an artificial classroom situation; giving false information about the progress of the students, their numbers, their attendance, and any other significant educational status. Even when supervisors are capable, other obstacles sometimes get in the way, for example:

- having too many schools and teachers to supervise.
- the lack of a vehicle for visiting classes and teachers.
- the long distance between schools to be supervised.
- not considering supervision to be a serious job.
- the lack of a sense of responsibility to anyone.
- the lack of the actual power for making appropriate decisions about irresponsible teachers or promoting outstanding ones.

To avoid having those kind of supervisors and the negative interaction between them and teachers, the following suggestions are recommended:

- supervisors must be selected among those who have finished colleges in an area of educational supervision.
- new graduates in other fields of education can take the responsibility if they are interested in supervising and provided they pass some courses in supervision.

- experienced educators can be supervisors provided they are not set in a conventional pattern of teaching and get some training in supervision.
- all supervisors must know the aims of training.
- they must establish friendly relations with teachers.
- they must have the characteristics of a good teacher in addition to the skills needed for observing, planning lessons, listening, analyzing lessons, being subtle and critical, being supportive and sympathetic, and being patient.

Supervisors should be provided with a necessary vehicle for visiting schools. They must have a reasonable number of classes to visit not more than thirty. Each class or teacher must be visited by a supervisor three times a month. Supervisors can reduce their visitation to two times a month when they see that a teacher does not require much help. In this case they must act in a way so as to not to insult other teachers and not to create the impression for the good teacher, that he does not need any improvement. Such recommendations of supervisors must be considered important; however, at the same time the supervisor must be responsible to some one as well. This author believes that a supervisor is a successful one when he is able to improve the sense of self-supervision of his teachers.

Requirements for Director of Training

The director of a training program must be an educator

who is deeply familiar with the aims and objectives of education for development. He has to know that "If a country is to advance economically and participate actively in international trade, it must educate its population. Additionally, international political development coupled with a popular idea that education is a right rather than a privilege....." (M. Zymelman, 1971, p. 98). It seems that only a full understanding of the significance of education and its role in progress will give him the necessary enthusiasm for doing this important job. To manage the training institution effectively he must:

- be aware of the specific purposes of training.
- believe in those objectives and be loyal to them.
- be familiar with the rural situation and the needs of rural people.
- be sure that there is a reasonable relationship between the needs of the people and the training goals.
- be able to select trainees and training staff who can meet those needs and achieve those goals.
- be familiar with the knowledge, and facilitate the achievement of skills, and attitudes that trainees must acquire,
- be aware of the learning process and innovation in education and teaching methods.

In addition to the above, he should know the field of educational administration and be able to use the above mentioned

issues to manage the training program efficiently. It is obvious that he must understand the needs of trainees and training staff and be able to motivate them on the basis of those needs. His awareness of educational supervision, educational resources and aids, psychology of learning, teacher training, and educational planning, can be helpful to him. It is better for him to have a college degree in educational administration with some courses in training, teaching, and the sociology of rural areas. Also he must have a system of evaluation in order to evaluate the work of his staff as well as to check the results of the performance of trainees in the field. This system will help him emphasize the strong points and modify the weak points of the training.

Educational Aids, Media, and Resources

Since it is necessary to train teachers every year, until the time that all rural people have a basic education, it is better to establish a place equipped especially for training purposes in each province, or, if possible, in each city which is surrounded by many rural areas. In this way, these places could be used for in-service as well as post service training. If it is not possible to have special training places, training could be held in universities or at colleges of education.

It is clear that those bodies which represent the institutions and the individuals who carry out the task of training teachers-the universities council for Education of Teachers and the Association of Teachers in Colleges and Departments of Education

are strongly of the opinion that the training of teachers should continue to be a university responsibility. (S. Hewett, 1971, p. 135)

If colleges are not available, one can make use of educational institutes or even spacious elementary and secondary schools for the purpose of training.

In the process of training the trainer has to make the trainees familiar with different educational aids and media such as: blackboard, posters, flash cards, flip charts, letter dices, maps, pictures, poppets, different educational games, tape recorder, slides, films, radio, television and any other media which is available. Actually he must use media which he thinks will be available in rural areas, where trainees will use them. What is important is that trainer has to try to make the training situation very similar to a real field situation. For this reason he should use appropriate media. Example of a promising medium is the portable tape recorder which works with batteries. Teachers can record different speeches and lectures from distinguished people of the country who are known by listeners and then can discuss the content in class, asking the learners to express their ideas about the lectures. These speeches can be from political, agricultural, industrial, religious, health, army authorities, or from local people who are seen by the learners every day. The teacher must know which speech will match with which session and be able to use it in its appropriate place. Teachers in rural areas must be skilled enough

to make use of everything which they see around them: in the class, in the pockets of learners, in the field, in the sky, to transfer what they want to the learner.

As figure one shows, tools for training and teaching can be words (like lectures or printed matter) or direct experience (like actual work). It is obvious that the more the trainer can use those tools which involve real life experience, the better results he will have in his teaching.

Design of Training

As figure two shows:

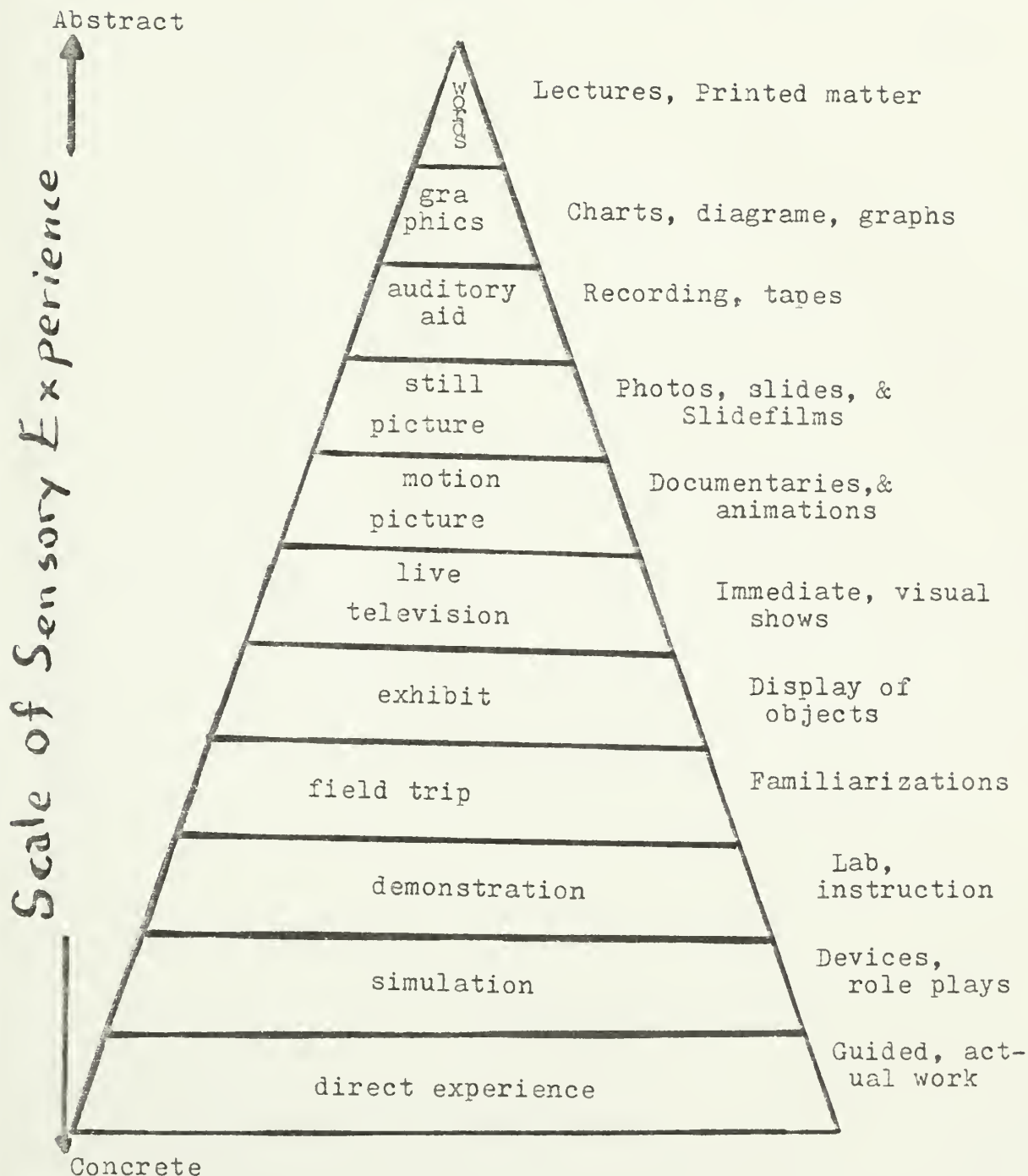
The first necessary step in training is to diagnose the needs: the needs of the target population who are going to have the trainees of training program among themselves. These needs must be diagnosed very carefully because the whole program will be built upon them. Also it is needed to diagnose the needs of trainees.

The second step is setting goals and objectives for training. These goals and objectives should be set up in a way so as to meet the specific needs of the target population. The goals of the training should be realistic and be characterized by possessing a consideration of the qualities and quantities of those who will be involved in the training program the availability of resources is also a very important issue.

The third step is to find and select trainees who, after training, will be among the target population and will

FIGURE ONE*

Figure one depicts the range of some tools and techniques available in training



* (Adapted from Goodman, 1967, P.311)

have direct and close contact with them. Some include trainees and staff of training in one category called resources. This author believes that trainee who is tomorrow's teacher, if trained well, could teach and transfer his ideas, especially in the stage of basic education, even without what is so called resources. There are many nations who have manpower but not material resources, while some others have resources and not enough manpower.

The fourth step is to select trainers. Trainers are the most important component in a training program. Even if there are enough trainees to select from, and enough resources and other facilities, still the program won't be a successful one unless qualified trainers participate. In another words trainers, are positive models and the best sample of what trainees are going to be. Their sensitivity, feelings, rationale, knowledge, skills, and attitudes will have a great effect on trainees and the whole program. Actually these are trainers who make use of all the facilities of a training organization to provide a better learning situation for trainees. In the process of their selection, the selectors must consider knowledge, skills, and attitudes of potential participants, while considering their receptivity to new ideas and educational innovation.

The fifth step for selectors or planners of the program is to choose a director for the training program. The director of the program should be selected after the

decision has been made to have a training program. The educator who is chosen as director must be totally aware of the objectives of the training and have ability in the areas of planning a program, selecting staff, choosing the materials, supervising the training activities, realizing the individual needs of staff and motivating them on the basis of those needs, having access to information at all times about what is going on in the training program, and providing a system of evaluation for the whole program.

The sixth step is selecting supervisors. The role of supervisors is important when the trainees are in the field. Supervisors at their best role must provide short in-service training for trainees when they visit them in the field each time. It was explained that supervisors must be experienced in supervision and must know and believe in the aims of training.

The seventh step is the designing of the training program.

The eighth step concerns training methods.

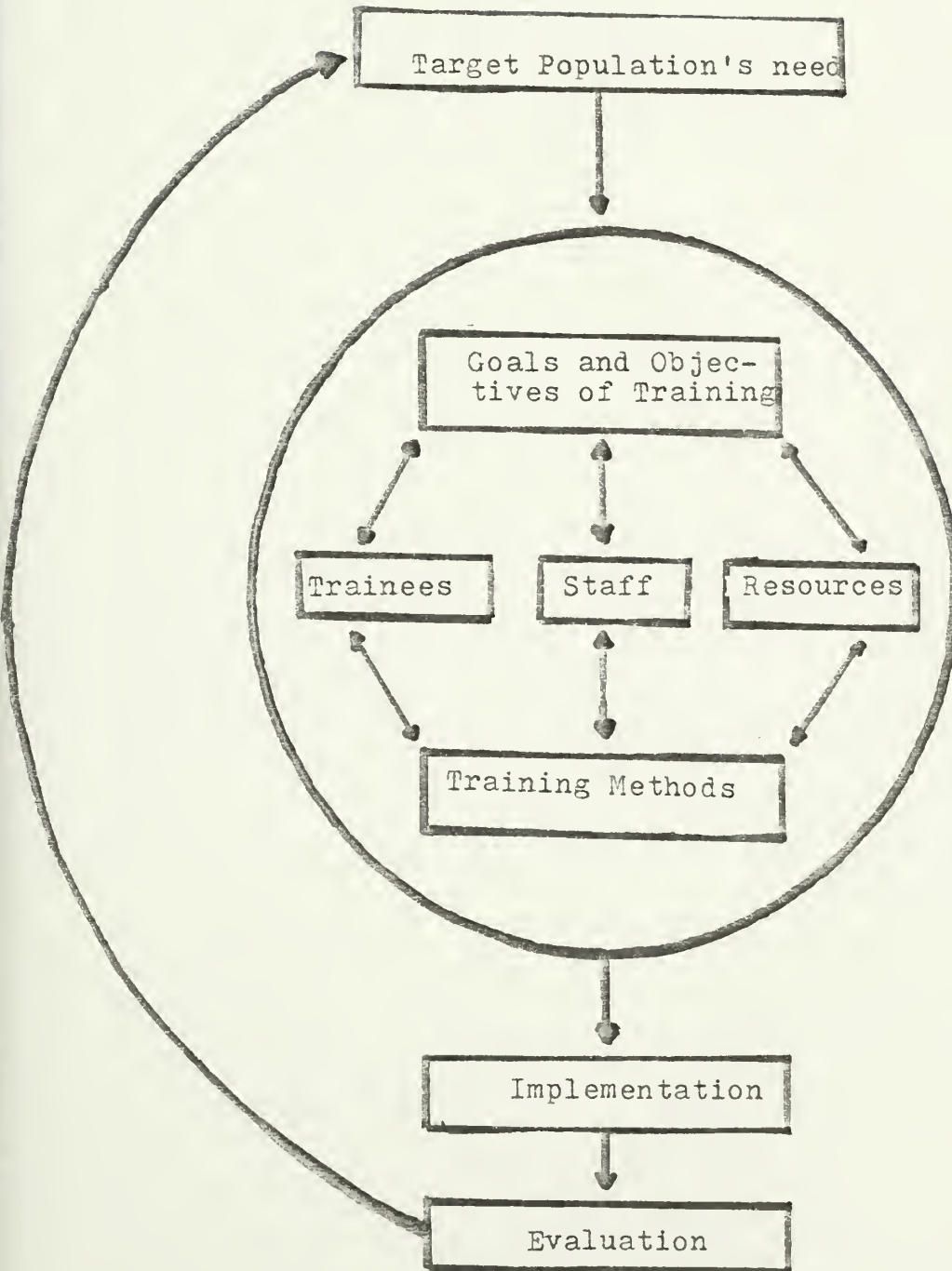
Training Methods

For this training model, the trainer, by no means should be restricted to a particular training method.

This author agrees with the idea that training methods are almost as varied as the number of teachers. But new teachers have to become familiar with some of these methods to begin with in order to build new techniques on the basis

FIGURE TWO

Figure two depicts the steps taken for developing Model One



of those methods. However, before going into the details of training methods the following questions should be answered.

- a. What the trainees are required to do?
- b. What are the requirements of the trainers?
- c. Where will the training process take place?
- d. How long will the training period be?
- e. How many trainees will be trained each time?
- f. What are the means of training?
- g. How will the trainees be motivated?
- h. What is the sequences of the training process?
- i. Will the trainees have further training after going to the field?

Questions a, b, and c were answered in previous pages. In those pages, the kind of knowledge, skills, and attitudes that trainees had to gain and improve on was explained. Also the requirements of trainers and the place of the training were discussed. So the rest of questions will be answered.

d. How long will the training period be?

The trainees of this model who are holders of grade twelve certificates will be trained during nine months, twenty five days per month and six days per week. It is assumed that people in most of the developing countries work six days a week so, twenty five days per month also includes special holidays that each country has. The duration of the training, therefore will be 900 hours.

e. How many trainees will be trained each time?

The number of trainees in each class depends on the availability of educational facilities, place, and staff, however, it is not economical to set up a program and train only a few people. Therefore, twenty five trainees in each class seem to be reasonable. It is recommended that no more than thirty be in one class.

f. What are the means of training?

As was already mentioned, in order to prepare the trainers of this model for the teaching profession, trainers must use any available means. The ultimate goal of trainers was to make trainees skilled enough to make use of any resource or situation for teaching literacy and numeracy, raising consciousness, and generating positive attitudes of rural people.

One promising way to teach the specific skills of the teaching profession is to apply video-tape recording system for microteaching. Robert J. Miltz (1975, p. 67-68) who has applied microteaching in Nigeria for teacher training, states that:

Microteaching is a teaching situation which is scaled down in terms of time, class size, and teaching complexity. The teaching situation is scaled down to reduce some of the complexities of the teaching act, thus allowing the teacher to focus on selected aspects of teaching. Microteaching is, in fact, a simplified, controlled, and miniturised form of classroom teaching.

In a typical microteaching lesson, a teacher teaches a group of five pupils a short lesson of about 5 minutes, while a videotape is made of the lesson. The lesson is made up of two elements, content and skill. The content is usually a concept in a subject area and the skill is normally a specific teaching skill decided upon before hand. After the lesson,

the teacher views the videotape of the lesson, evaluates his performance, discusses aspects of the lesson with a supervisor, and reteaches the same lesson with a different group of children in order to correct weaknesses in his performance.

Teaching skills refer to specific teacher behaviours (such as lecturing, questioning, discussing, using instructional aids) designed to help the classroom instruction become more effective. The teaching skills approach is based on the assumption that the complex teaching act can be broken down into more easily trained skills and that the teacher can gradually acquire a repertoire of teaching skills to use in the actual classroom. This repertoire then allows the teacher to become more flexible and versatile, since he has more teaching techniques at his command.

Microteaching has different advantages and can be applied in rural areas of developing countries for pre and in-service training. Some major advantages are:

1. Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of teaching skills.
2. IMMEDIATE FEEDBACK (from videotape, supervisor and colleagues) provide a critique of the lesson which helps the teacher constructively improve his performance.
3. Microteaching provides a secure situation in which to practice skills.
4. Microteaching allows for repetitive practice necessary to learn skills which will be used during regular teaching.....

Miltz (1975, p. 69) describes that:

The teaching skills are presently organized into two units, which are Lesson Presentation Skills. Each unit is divided into a number of sub-units. The Lesson Presentation Skills Unit is divided into six sub-units which are:

1. Beginning the Lesson
2. Use of Examples
3. Variety and Variation
4. Repetition
5. Non-Verbal Communication

6. Ending the Lesson

The Questioning Skills Unit is divided into four sub-units which are:

1. Probing Questions
2. Higher Order Questions
3. Divergent Questions
4. Encouraging Student Responses.

Each sub-unit is an individual skill that is taught and evaluated individually in the microteaching practicum following these basic procedures:

1. A lecture on the skill is given to all students
2. The written material on the skill is studied by the student.
3. The student then attempts to apply the skill in a short microteaching lesson.
4. The lesson is recorded on videotape and immediately after its completion, the student watches a replay on the lesson.
5. During the replay the student analyzes his performance and makes notes on ways to improve.

What is videotape system in microteaching?

As Miltz (1974, p. 61) states: "Basically, this system is comprised of a videotape recorder (VTR) which is connected to a camera, microphone, and television set (monitor). The system provides a simple means for recording sound and picture for immediate viewing."

If there are not enough facilities for microteaching with a videotape recorder system, trainers can present their lesson focusing on one teaching skill each time: questioning, for example. In fact the way that skills in teaching have been analyzed and broken into sub-units, in a microteaching system is very helpful to educators all around the world. Trainers also, have to use simple tape recorders for familiarizing trainees with the advantages of this medium in recording and discussing some social issues. Puppets,

letter dices, flash cards, slides, films, projectors, and blackboards are other means that trainees should be familiar with and be able to apply. In short, the trainers work here is so important and they have to know that different people will learn under different circumstances. As Lynton and Pareek (1967, p. 275) state:

Learning takes place within the individual as a result of a confluence of diverse, intertwining, and occasionally opposing influences. It shows not in test performance--that need only show that the participant has memorized an approved response--but in action. It lasts. And it stimulates and supports further learning. The function of the trainer is to entice his mysterious process to develop within the participants, each one of them if possible.

To this task the trainer brings in the first place an adequate standard of competence in his field of training, be it health or accounting, or training methodologies themselves. He needs to be thoroughly familiar with the subject matter of this field. There is no substitute for this, not even, studies show, individualized programmed instruction. If this condition does not exist, the trainer is a nonstarter so far as we are concerned.....It is time to recognize that ever increasing knowledge of a subject is no substitute for adequate training skill; but neither is training skill a substitute for familiarity with the subject.....

What is important for trainers is not only knowing different training methods but realizing where to apply them and how.

As Lynton and Pareek (1967, p. 276) describe:

Whatever the label of the event or the training method with which he (trainer) starts, we see the trainer again as he changes his behavior in whatever direction promises most learning. As a lecture or an individual task begins to drag, he says, "Alright, we have sat long enough. Let's go out and have a look" (field visit, demonstration). Or, "You have been listening just to me (lecture). Let's hear some others" (discussion). Or: "That is your experience (discussion). Now consider another person's"

(incident, case). Or: "You keep on talking in the third person, about people. How about a little practice now talking with someone, about something that concerns you" (role play, skill practice). Or: "We have done enough of this for now. Here is a reading (writing) assignment for tomorrow." He (the trainer) is the craftsman at work. Intent on the utility and elegance of the result, he varies his pace to achieve it. In his art, he hits on the learners' best pace.

Circumspect timing of inputs of new data and of different kinds of activities and concerns is one of the trainer's most delicate tasks. The whole process has proper reasons. Some times are ripe for disturbing and questioning--ploughing, others for seeding and fostering growth.

So actually the means of training are deeply related to the art of trainers in teaching. In another words, whatever the means are, trainers have to know how to use them properly, and effectively.

g. How will the trainees be motivated?

As was mentioned earlier, in the process of selection, trainees should declare their interest in teaching. At the early stage of training, the director of a program, or trainers have to place emphasis on the significance role of teaching profession in upgrading the understanding of a man concerning his life. Trainees have to distinguish the importance and moral value of working in rural areas for needy people. These points, by themselves are good enough to motivate people for teaching. But, also because every human being, in a way, needs progress and promotion, it would be appropriate to give the trainees the following advantages after 3 to 5 years of experience and successful teaching.

The success of their work must be approved by learners, supervisors, headquarters of respective districts, and trainees themselves.

1. Giving them enough security that they can have the job as long as they work well.
2. Raising their salary each year in a reasonable way.
3. Giving them opportunities to become trainers of a similar program after three years of experience and short-term training.
4. Giving them chances to become supervisors of the same program after five years experience and short-term training.
5. Facilitating their access to adult education, especially in the case of ambitious trainees who want to further their study in colleges, after 3 years of experience.

This recent group can be the future planners or administrators of adult educational programs.

This author believes whatever the motivational and promotional programs are, they have to be arranged in a way to serve respective training programs, in long run.

h. What is the sequences of the training process?

The following tables illustrate the courses which should be offered in each sequence and the activities which have to take place during each month.

TABLE 5

Sequences of Training Program

Sequence 1 First Month (Introduction)					
1. United Nations and human rights	2. Civilization & Development	3. Role of Education in Development			
4. Some facts about education of respective country	5. Role of teacher in enlightenment	6. Aims and objectives of this training program			
Sequence 2 Second Month					
1. Sociology of rural life	2. Some points in rural psychology	3. Microteaching (lesson presentation skills)			
4. Methods of teaching literacy	5. Methods of teaching numeracy	6. Familiarity with governmental program for welfare of the nation			
Sequence 3 Third Month					
1. Principles of psychology of learning	2. Theories of learning	3. Adults psychology			
4. Microteaching (questioning skills)	5. Principles of political science	6. Principles of health and nutrition			
Sequence 4 fourth Month					
1. Principles of Natural Science (Geology)	2. Principles of Natural Science (Biology)	3. Religion versus superstition			
4. Role playing & educational games	5. Familiarity with educational aids	6. Motivating skills			

Sequence 5 (Fifth Month)

Field Practice

1. Fifty hours in the elementary classroom:
 - a. 25 hours while the teacher of the class or a trainer teaches and the trainee observes.
 - b. 25 hours while the trainee teaches and the trainer observes and takes notes.
2. Fifty hours in rural community:
 - a. 25 hours of observing the actions of a trainer who deals with people and helps them solve their problems or make decisions. Here, the trainee is the observer or at least is not as active as the trainer.
 - b. 25 hours during which the trainee tries to attract, motivate, and help rural people while the trainer observes and tries to take notes in a way so as not to make rural people suspicious.
3. Fifty hours in night classes for adults:
 - a. For 25 hours the trainee observes the activities of the teacher or trainer and the reactions of the learners. Also he tries to take notes, provided the learners do not notice.
 - b. For 25 hours the trainee teaches the class and the trainer observes and takes notes.

During this month trainees have two other important activities: first to prepare lessons when they are going to teach and, second to provide a report each night about their

observations and activities during the day. Also trainers must provide a report on each trainee on the basis of their own judgements made while observing the activities of trainees in the field. These reports should reflect the strong and weak points of trainees and will be a good indication to planners as to which lessons should be particularly emphasized during the sixth month.

TABLE 6
Sequence 6 (Sixth Month)

1. A discussion of the feed back of the field practice	2. Microteaching (presentation and question- ing skills)	3. A discussion of the feed back of the field practice
4. Practice in using educational aids	5. A discussion of the feed back of the field practice	6. Motivating skills

It is recommended that the sixth month schedule be flexible enough to provide trainers with sufficient time to pay appropriate attention to the individual trainees, whose feed back and field reports indicate that they need special attention. However, during this month some emphasis must be placed on the psychology of youth while repeating and broadening skills in presenting of the lessons, asking questions, and applying educational aids. It should be noted

that during each month trainees have six different subject matters, which they learn during weekly programs. For example the weekly schedule of the second month can be as shown in Table 7.

TABLE 7
A Weekly Schedule

Days	8-10	10 $\frac{1}{2}$ - 12 $\frac{1}{2}$	2 $\frac{1}{2}$ - 4 $\frac{1}{2}$
Mon.	Sociology of rural life	Some points in rural psychology	Microteaching (lesson presentation skills)
Tues.	Methods of teaching literacy	Methods in teaching numeracy	Familiarity with governmental programs for welfare of the nation
Wed.	Sociology of rural life	Some points in rural psychology	Microteaching (lesson presentation skills)
Thurs.	Methods of teaching literacy	Methods in teaching numeracy	Familiarity with governmental programs for welfare of the nation
Fri.	Sociology of rural life	Some points in rural psychology	Microteaching (lesson presentation skills)
Sat.	Methods of teaching literacy	Methods in teaching numeracy	Familiarity with governmental programs for welfare of the nation

It is important to remember that in the process of presenting each subject matter trainees should apply different teaching methods. For example when a trainer who teaches political science goes to a class, after greeting trainees, he may sit near one of them and start a friendly talk. While talking he can probably find a point to start his lesson. If not, he may look at trainee's hand or pocket. Let's assume he notices a pen. Then he can begin like this:

It is a nice pen, is that made in our country?

"No it is made in....."

Can our country make such a pen?

"I don't think so."

Why not?

"Because we cannot run such factories."

What is the reason that we cannot? (looking at the class)

Another trainee answers:

"Because we don't have enough skilled manpower, to run the factories like these."

Can we ask foreign engineers to run our industries?

"Yes, that is a possible way."

Another student continues:

"But if we rely on the foreign manpower our country will not develop; besides that, they can withdraw from the country whenever they decide."

What will happen then?

"We can let them go and be out of stock or compromise with them in any price that they ask."

What if we do not want ask foreigners to run our industry? Looking at the class!

Another student answers:

"We have to educate engineers and other skilled manpower."

Why we have not educated them till now?

"Because we had been a colony and we did not have an effective educational system."

What do you mean by that?

"I mean, the dominant country realized that it could exploit our country better if the people were uneducated and unaware."

You mean one of the ways for exploiting people is to keep them unaware and uneducated?

"Exactly."

Another student follows:

"But I know some well educated people from our country who have been educated by what you call dominant country."

The first student answers:

"Yes, that is right, but they were not educated for our sake. They are dominant country's means."

I cannot follow you, would you explain more?

"Sure, any overruling country needs some agent, individual, and group of native people to do its work, run the offices, spy, give reports, support their actions and the like, so they need to educate some native people for these purposes."

Another trainee states:

Are they still exploiting our country?

"No, they have gone out."

Not directly, another trainee participates

What is indirect exploitation?

"As long as underdeveloped countries are kept unaware, exploiters (who wish to dominate those countries in order to get raw materials, markets for their goods, and maintain political superiority) will have an easy job. Lack of education thus indirectly fosters exploitation."

Then, what we have to do?

Here teacher tries to continue his lesson the way that he thinks appropriate. Near the end of class time, he can write the important issues of the discussion on the blackboard and encourage those who participate in the discussion. Also he can open his file and give some references to students for further study. By looking at his file and

giving some references, he shows the trainees that he had prepared himself for class, although he started with indirect discussion. During discussion he could show skills in questioning, silence, and non verbal communication. In short, a trainer who is fully aware of the objectives of a training program must act in class, the same way that he expects trainees act in the field. At the same time trainees must not be restricted to a particular training method.

i. Will the trainees have further training after going to the field?

It was mentioned earlier that this is a short-training program to meet the immediate needs of demanding population of developing countries for education. The nature of this short program like any other one, shows a kind of imperfection, while the nature of a good teacher calls for perfect knowledge and skills. So having further training, is inevitable. This author believes that, if the supervisors are capable enough to do their work in a proper way, their work will be an effective in-service training device. At the same time the respective organization can provide trainees with more new information about the teaching profession through monthly or quarterly publications, while they are in the field. Also they can have some related courses during summer time when schools are closed. It is important to note that, a good teacher has to study all time to improve his teaching ability. This author agrees with Cottrell (1970,

pp. 11-12) who states:

No longer if it was justified, can initial certification of a teacher be regarded as a guarantee that the individual will continue to approach a mature stature in the practice of teaching art..... The teacher education program, therefore, must be both a launching device for the novice and a resource for growth and fulfillment on the job.

Evaluation of the Training Program

The complete evaluation of a program like this, could be the topic of a separate paper, so the process of evaluation in this program, will be discussed briefly. Three kinds of evaluation are recommended:

1. Evaluating the parts of the program at the end of each sequence.
2. Evaluating the whole program at the end of training.
3. Evaluating the performance of trainees in the field.

The aims of the first evaluation are: to see if the subject matter of that sequence has been taught properly and to see whether the trainees behave the way that they have been trained. In this phase of evaluation, two evaluators are necessary. First, a trainer who can give the trainees some quizzes every week and observe their behavior. Second, the director of the training program, who will want to see the results of performance of the trainers, the activities of the staff, and the effects of the training environment on the trainees.

The aims of the second evaluation are to see the results of whole input in the training program; in another

words, a comprehensive examination of all the subject matters taught, and an accurate observation of the behavior of the trainees can indicate if the training program has met its goals and objectives. Evaluators in this phase consist of directors, trainers, and the trainees themselves.

The aims of the third evaluation are to find out if the trainees' performance in the field, match with the knowledge, skills, and attitudes which they gained or improved upon during training program. The main evaluator in this phase is the supervisor who visits trainees and their classes two or three times a month. Also learners (especially rural adults), trainees themselves, and the respective head-quarters of the district can participate in evaluation programs. The result of this phase is very important and its feedback and the supervisors' reports can be very helpful for responsible people in the training program, provided supervisors are experts in their work, and have not compromised with trainees in giving desirable information. The people in charge of training program may arrange the necessary follow-up programs for trainees in the field, or modify and adjust their training programs for new trainees in the future, on the basis of field reports.

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CHAPTER IV

MODEL TWO

Main Purpose

The main purpose of Model Two, like Model One; is to compensate for the shortage of trained teachers in developing countries. Especially the rural areas of those countries.

The number of teachers who graduate from universities every year is not enough to respond to the increasing demand of the population of mentioned countries for education, while lack of educational facilities, highly educated manpower, and limitation of time do not allow the government to provide more university graduated teachers. At the same time they cannot send any untrained literate person to schools for teaching, who holds a degree and certificate. So the necessity for a kind of short-term training program is obvious. This model, like Model One, provides developing countries with effective short-term training by which not only they can have more teachers in shorter time, but also they can have a kind of teacher who will be trained for serving in a rural situation.

Teachers in both models have many common characteristics, but in this model the teacher deals only with adults and during the day by participating in their work, he or she

teaches them nonformally. The teacher in Model Two is a propagandist for developmental programs and plays the role of facilitator, guider, change agent, helper, and counselor. So this model differs from Model One according to the following points:

1. Academic knowledge of trainees. In Model One trainees were required to be holders of certification for grade 12, while trainees in this model should have finished junior high school or have an equivalent academic knowledge (to grade 9).
2. Duration of training. In Model One the trainees were trained for six months while in this model the duration of training is nine months.
3. Learners or participants. In Model One trainees were supposed to teach rural children during the day time and teach adults at night. But in Model Two the teacher deals with adults only.
4. Types of duties. In Model One the major work of trainees was to teach literacy and numeracy. But in Model Two the trainee makes use of literacy as a tool for meeting (the other real) needs of rural people and upgrading the level of their lives. So in this model the trainee makes use of literacy classes for giving and transferring necessary information.
5. Availability of trainee in the village. In this

- model trainees must be with rural people during the day to participate in their works, observe their skills, their communication, their problems, and understand their beliefs and attitudes. Also trainees have to teach literacy and numeracy at night or at any time which is convenient for the villagers.
6. Since the nature of the work in Model Two is different from Model One, it is preferable to select trainees mostly among men. However, in the case of big villages which can have two trainees, choosing one man and one woman (to deal with rural women affairs) is desirable.
 7. Content of training program. In this model trainees do not limit themselves to the prepared text books. They can teach literacy on the basis of pamphlets published by the Ministry of Agriculture, or posters distributed by public health, or booklets done by the Office of Animal Husbandary. Also trainees must make use of their observations during the day and discuss the issues which help raise the general understanding of rural people. It is important to remember that the ultimate results of trainees' efforts must be desirable changes in villagers' behaviours, not mere statistics showing participants in literacy classes.

Target Population

The situation of villages in developing countries was described already. To show rural life Hernan Santa Cruz (1959, p. 13) states that:

The history of poverty among rural populations in countries considered underdeveloped is practically the history of world-wide poverty and want.....Over 80 percent of the country people of the world, live in such conditions of poverty and want as to make it imperative to raise funds and mobilize greater material and technical help than is available at present from both national and international sources, if any improvement in this situation is sought.

To give an idea to the reader about health and nutrition the same author notes(1959, p. 14):

In Africa, there is one doctor for every 9,000 inhabitants; in South America one for every 1,500, and in Asia only one for every 5,000 or more inhabitants..... The average calorie intake per person in under developed countries is about 2,000, i.e., several hundred calories below those required for vital needs: in many industrial countries, the intake is over 3,000 calories. In under developed countries deficiencies in proteins and other protective foods, essential for growth, health and development are even greater.

The following characteristics remind the readers the general situation of the rural areas of developing countries:

1. Many of the villages have a population of less than one hundred.
2. There is often no proper road which connects the village to the nearest town.
3. Villages are far from each other.
4. No electricity is available.

5. People's drinking water is taken from the same brook that cattle or herds drink from.
6. Most of the houses are made of mud or other simple materials.
7. Most of the families have their herds, cattle or poultry in the same place that they live, or very near to that.
8. There is no special place (community center) for people to come together.
9. There is no bar, shop, or coffee shop (tea shop).
10. There is no entertainment place like a theatre or cinema, nor any playground.
11. No elementary or secondary school is available.
12. There is no special place for religious practice (mosque, temple, church) and if there is any, an unaware, non-religious greedy (so-called religious leader) individual frequently encourages the rural population to be content with their present situation and steeps them in false spirituality to cater his own secularity.

It is obvious that the people of such villages are in a static situation, faced with poverty, ignorance, and disease, therefore, they are dependent, illiterate, and passive.

Goals and Objectives of Training

Considering these characteristics and intending to

meet the needs of target population, the overall objective of the teacher training in Model Two is to provide the adult rural people with a literacy program by which to upgrade the level of their lives from a social, economical, and political point of view.

To do this the content of the literacy text books should concern itself with the desired daily life of rural people with emphasis on new techniques of the rural profession such as: agriculture, poultry, animal husbandary, local industry, and fishing. Also the literacy classes must be a center for diffusion information about family planning, hygiene, nutrition, and welfare institutions which are established by the government for the people's use.

Specific objectives of training are:

1. Providing adult rural people with literacy classes, and since literacy by itself is only a tool, making use of this tool for:
2. Campaigning against superstition.
3. Motivating people to become aware of their needs.
4. Creating autonomy and confidence in rural people.
5. Upgrading social knowledge by consciousness raising.
6. Encouraging participation in developmental programs: such as sanitation, nutrition, family planning and family economics.
7. Encouraging rural people to make use of fertilizer and new machinery in agriculture and new techniques in their

other professions.

8. Making rural people familiar with the functions of institutions which have effective roles in a villager's life such as: public health, Ministry of Justice, agricultural department, organization for repelling of vermins, veterinary surgeon, ministry of education and the like.

Characteristics of Trainees

To meet the specific goals and objectives of teacher training in Model Two, trainees must have the following characteristics:

1. Trainees must be residents of rural areas or very familiar with the villagers' life; otherwise it will be difficult for them to adapt to rural communities. In addition to that, trainees in this model must penetrate deeply into rural life and its different aspects. So they have to do ploughing, fishing, reaping or any other activity which would help them meet this need. It seems that citizens, excluding some volunteers, are generally not willing to do this type of work.

2. Trainees have to be holders of certificates of finishing junior high school (grade 9) or have more academic knowledge. However, it is not recommended to recruit those people who have high academic degrees. There are some cases indicating that this type of person cannot go along with rural people easily. They not only cannot solve people's problems, but, infact, add to them by totally

rejecting villagers' behaviours, by using complicated words and sentences in their speaking, and by refusing to touch spade, soil, cows or whatever exists in the life of villagers.

3. Trainees have to express their interest in the teaching profession and rural life. The director of the training program has to be careful in selecting those who are really interested in teaching and living in villages. Also the director must be able to distinguish this group from those who want this job for a short-time during which to find a better one. Being careful in this stage is so important not only because this group may leave the program whenever they want, but also because a trainee who is not interested in the job, can potentially destroy the whole objectives of training and make sensitive rural people suspicious to other new comers.

4. Trainees must sign a contract to teach and work in a rural area at least for three years and not leave the respective village during the academic year or program time.

5. It is preferable to select trainees from those who do not have experience in conventional teaching modes; otherwise, they will resist innovation in teaching.

6. Trainees can be selected from men and women of any age group; those who have more general knowledge are preferred.

7. Trainees must be able to speak clearly; it is

preferable that they know local dialect.

8. Trainees should be able to play different roles, and not be shy.

What Should the Trainees Learn?

Trainees must gain knowledge, skills, and attitudes which enable them to live among rural people, find rural problems, understand proper approaches, and take necessary steps for upgrading rural life.

As Eilean Younghusband (1964, p. 105) states:

Social workers will not be much use unless they are able to get alongside such people, to listen to what they want to say, to understand with imagination what life is like for them, how frustrated they are in meeting the universal human needs for food, clothing, shelter, love, recognition, a sense of personal worth, a secure place in the community, and for a belief in some coherent and beneficent purpose to life.

In addition to the knowledge, skills, and attitudes which were discussed in Model One, trainees must gain:

- Specific knowledge about subject matter which they are going to teach literacy, for example, by which they can enable rural learners to read signs, labels of goods, prices of things, rates and posters; and simple pamphlets issued by public health about nutrition, sanitation, family planning, home economics; instruction for using fertilizer and agricultural information; and writing simple note letters. Numeracy by which trainees can help rural people to do addition, subtraction, multiplication and division. Simple arithmetic is important to rural people because they

have always been suspicious of dealers who come from towns to buy rural products or sell something. If a teacher is able to teach them these four skills easily, that makes them happy and increases their participation.

- General knowledge about psychology and theories of learning.
- Specific knowledge about psychology of adults. This knowledge should be sufficient enough to enable trainees to deal with adults who are in some cases, older and more experienced than themselves. Trainees should learn that adults, their beliefs, their attitudes, and their interests- are quite different from children. Adults in contrast with children, come to class because they have chosen to do that, they want to learn. Trainees should know that lessons for adults have to be primarily about their families, their work, their health and their religion. The trainees should understand that lessons for adults, (according to psychology) must be meaningful, pleasant, relevant, and prepared on the basis of their own experiences to be effective. Adults in rural areas are reluctant to invest in, or work for a program to receive benefits or rewards in the far future. Essentially they like those activities which have rapid consequences. Trainees have to build upon this fact and prepare their lessons in a way which result in fast tangible outcomes. This is very important especially in the beginning stages of the trainees' work in the field.

- General knowledge about natural science, the human body, social science, and the role of farmers and workers in the welfare of the whole society. This knowledge has to be at a level that enables trainees to talk about the effects of sun, rain and fertilizer on the life of the seed, to discuss the functions of different parts of body and the causes of disease and death, the role of health programs in life and the importance of nutrition for health. Social sciences which can consist of national and international history, politics, economics, and religion should be at a level which enables trainees to discuss simply the role of man in making history; human rights, human needs, value of independence, differences between real instruction of true religion versus false, imposed religion which has resulted in superstition and belief in fate. The information about the role of workers and farmers in the welfare of the whole society should help trainees in the process of creating confidence and acceptance of rural people. Rural workers and farmers should know that so-called important people in big cities and all over the country need their production and realize that villagers (like citizens) have an important role in the theatre of life.

Specific Skills:

- in attracting adult villagers
- in motivating adult people
- in communicating with other institutions which do have or

want to have active role in rural areas.

- in using new machinery which relates to the profession of rural people such as the mechanized ploughshare, the seeder reaper, fishing instruments and the like.
- in recognizing people's interests and competencies and building upon these interests and competencies and broadening them in proper way.
- in encouraging adults to participate in developmental programs arranged by the government such as, hygiene, nutrition, family planning, home economics and the like. Trainees actually should play the role of a representative of the developmental program in the absence of real representatives and play the role of propagandists for these programs all the time.

Attitudes

In order to be effective in the field and meet the objectives of the training program trainees have to develop their attitudes toward:

- the reality that people will accept change when change agents create proper conditions. As Batten (1965, p. 6) notes:

People readily accept change, but only when certain conditions are met. These are, first, they should want the change for the benefit they expect to result; secondly, that they should know, or think they know, both what they need to do and also how to do it; thirdly, that they should have, or think they have, whatever resources they need in order to do what is needed to put change into effect; and fourthly, that where joint action is required, as in

a group or community project, they should be willing to work together for common good.

- the significance of the role of teachers, change agents, facilitators and resource persons in the development of rural areas. (because teachers in this model are supposed to play all of these roles)
- the reality that using new techniques increases production and improves economic conditions of rural people.
- the fact that real religion emphasizes secular affairs as much as spiritual ones, and that is against passiveness, ignorance, superstition, selfishness, impulsiveness, short-sightedness, dependence, and self rejection.
- the fact that literacy is only important when it is a means for transferring the necessary information to rural people and when it results in behavioral changes.
- the fact that literacy is the right of everybody and all adult villagers must be provided with these classes.
- the reality that a trainee is successful when his efforts cause some desirable changes in attitudes, skills, general knowledge, values, and in the understanding of rural people.

Who Should Run the Training Program?

There are other people like directors, trainers, and supervisors who have active and important roles in training. Each of them deserves a separate study. In this model their duties and their requirements will be discussed briefly.

Directors of such a training program have to do the

following work:

- participate in diagnosing the needs of the target population and / or be aware of the results of such research;
- set the goals of the training program on the basis of the needs indicated;
- choose trainers and other staff who are capable of teaching and working in the program;
- participate in choosing volunteers who want to be trained to serve rural people;
- provide the training center with the necessary media and facilities;
- recognize the needs of trainees and staff and make adjustments for them in the training program;
- contact officials in other organizations such as public health, the agricultural department, the department of justice, the organization for repelling of vermins, the veterinary surgeon, the fishery department, and the like, who want to be active in villages;
- ask the officials of those organizations to come and give lectures to trainees;
- ask the officials of those departments to allow trainees to use their facilities and to supply copies of their publications in order to distribute the information among villagers.

In order to do the work mentioned, directors are required to:

- be experienced educators capable of administration;
- know the environment of the population to whom trainees will go;
- believe in the aims and objectives of the training program;
- be interested in and loyal to those objectives and developmental works;
- be aware of the sociology of rural areas;
- be able to choose the right personnel for training purposes;
- be capable of communicating with other people and organizations, making use of their expertise and facilities for the training program;
- be flexible concerning innovations in education;
- be able to recognize staff needs and try to meet those needs;
- pay more attention to the practical aspects of the training program;
- keep in close contact with the activities of trainees in the field in order to make changes or modifications in the training program.

Who Should Teach the Trainees?

Trainers in this model have the following duties to do:

- explain precisely the aims and objectives of educational and developmental programs for trainees, especially those

objectives which are related to this program;

- make the trainees believe that their services are important for rural people and consequently for the whole country;
- make the trainees loyal to the training program and its objectives;
- enable them to gain more knowledge and skills for teaching literacy and numeracy as was discussed in the "Characteristics of Trainees" section;
- enable trainees to be aware of adult psychology and the elements of learning theories;
- enable trainees to use new ways for transferring their ideas;
- make them skillful in contracting with and motivating rural people;
- enable them to understand the instructions of real religion in order to explain the difference between religion and superstition for rural people;
- enable the trainees to understand sociology and the political aspects of their work in addition to the politics of their own country, and those of the world, and the role of United Nations;
- enable trainees to learn the facts of natural science in order to use that knowledge when talking to rural people;
- enable trainees to do first aid, and to run the machinery which is relevant to a particular rural profession such as the mechanized ploughshare, seeder, reaper or fishing

instruments and the like;

- enable trainees to make use of educational aids which are available, or will be, in rural areas. The trainees must be skillful in order to make use of the simplest media for different purposes;

- enable trainees to understand adult people by respecting their values and their experience, and by role playing.

Also trainers have to transfer or upgrade the trainees' attitudes toward rural people and the program's objectives- the kinds of attitudes which were mentioned in the "Characteristics of Trainees" section.

In order to do all these duties trainers have to have following characteristics:

- they have to be experienced educators who have worked in rural areas;

- they have to be receptive to new educational ideas;

- they have to believe in, and be interested in the aims and objectives of a training program;

- they have to know developmental programs precisely;

- they have to know and use different teaching methods;

- they have to emphasize practical aspects more than theoretical ones;

they have to know the psychology of adults well;

- they have to be open-minded and aware of the history and politics of their country and others;

- they have to be skillful in using different educational

aids, especially knowing how to use the simplest ones;

- they have to act in the manner and use the methods which they expect trainees to apply in field situation;

What Educational Aids, Media, and Resources Should Be Used?

It is obvious that social changes take much time. If it is believed that trainees of this model are some kind of change agents, then developing countries will have to train many people during several years. Therefore establishing a special place for this kind of training is desirable.

Besides that, if these training centers are well equipped, they can be used for other purposes in the future. If this is the case each province and each big city can have one training center. The training center should be in a land about four square miles and should have the following sections besides ordinary classes and laboratories:

- a sample farm in which trainees cultivate local crops in order to be practically familiar with new methods of mechanized agriculture and its different processes;
- a place for keeping poultry in order to make trainees familiar with new methods of taking care of poultry so they will be kept from contacting diseases;
- a place for animal husbandary to be run by trainees. In this place the newest methods of animal husbandary must be used;
- in each city or province, there is usually some kind of local industry, so there should be a work-place in the

training center to introduce relevant local industry to trainees and involve them in that industrial work. The trainees will not only be familiar with local industry, but also develop and improve it;

- when rural people in a particular city or province are fishermen, it is desirable to have a special place in the center to teach the trainees new and safe methods of fishery. If there cannot be such a place in the center, trainees can be taken to the proper place for training.

It should be noted that it is not necessary for each center to have every section with its entire battery of relevant equipment; rather, the director of each center after consulting other staff and involved people, can decide to emphasize the proper section. For example, if in one city the majority of rural people are farmers and animal husbandmen, the training center of that city should have these two sections and should train trainees in the respective areas. When the establishment of a special training center is impossible and the director can only provide trainees with a small place, trainees can learn teaching skills and theoretical aspects of their training there, while learning practical ones in relevant departments outside the small training center. For example, in order to become familiar with cultivating, they could contact branches of the Ministry of Agriculture in a province or city. Here again the director of the training center should make such

arrangements. Most branches of the Ministry which are located in different cities and provinces are supportive and willing to help, however planning and scheduling, would be difficult in a case like this and the situation needs much more flexibility and attention.

In the initial stages when a director could have a special place established for training, or due to some problems is not able to send trainees to different departments outside the training program, he could ask officials of respective departments to come and teach trainees.

If a center is located somewhere near a university, center-people can make use of the university's facilities. Actually, if the university or college has adult education studies, respective faculties might take active roles in training the trainees. Here again the administrative characteristics, popularity, and subtlety of the director of a training center could be very beneficial and would help him make the proper decision.

Educational Media

Trainers in this model may use the microteaching concept to improve teaching skills of trainees. If this is the case, the training center must be equipped with "a video tape recorder which is connected to a camera, microphone, and television set (monitor). The system provides a simple means for recording sound and picture for immediate viewing" (Miltz. 1974, p. 61). If obtaining those instruments is

difficult, a simple tape-recorder could be used for this purpose. However, this author believes that investment in education is an obligation for developing countries and the governments of these countries must allocate more money in this field if real development is their aim.

During the process of training, trainers must become familiar with different educational aids and media and be able to apply those skillfully.

Trainees in this model need to be able to use two groups of media:

1. Those media for teaching literacy and numeracy.
2. Those media for upgrading the knowledge of rural people and improving their professional skills.

Media group one consist of: blackboard, charts, flash cards, printed materials, different kinds of pictures, tape recorders, posters, maps, letter-dices, and slides. Figure 1 in Chapter Three gives some ideas about educational aids.

Media group two includes: printed materials published by departments of developmental programs (pamphlets, booklets, posters), radio, movie projectors, and-if the center, for example is located in an area which agriculture is the dominant profession of the majority of rural people, trainees have to be able to use the mechanized ploughshare, seeder, reaper, and other important media for cultivating. Obviously those centers which are located in another area with a different type of profession should enable trainees to make

use of relevant instruments - an instrument used in fishery, for example.

Also trainees are required to know how to render first aid, and how to antiseptize the village's environment. So, their familiarity with relevant tools and medicine is necessary. It is crucial to note that trainees must be able to utilize one instrument for similar purposes; when necessary, he might make some simple media.

How Should the Trainees Learn?

There is a difference between teaching somebody to give him some information and teaching him methods of teaching. In this model trainees must be taught for both purposes and trainers must not only give them the necessary technical facts and ideas, but also provide skills for transferring those facts and ideas to rural people, after they have simplified them.

Actually trainers are required to teach trainees in the same way and by the same methods that, they expect trainees to teach the rural people, whether it is directive or nondirective approach. However, in rural situation and in dealing with adults nondirective approach is more fruitful. As Batten (1967, p. 11) notes:

The worker who uses the non-directive approach does not attempt to decide for people, or to lead, guide or persuade them to accept any of his own specific conclusions about what is good for them. He tries to get them to decide for themselves what their needs are.

So it won't be helpful to tell trainees training methods consist of: questioning and answering, discussion, lecture, drill, project, role play, research, apprenticeship, laboratory and the like. Skillful trainers use these methods at the appropriate time for appropriate subject. For example when he is teaching social science to upgrade the understanding of trainees by questioning and answering he can bring learners to a point that they feel they need more information. At this point the trainer can make use of the lecture method for giving general ideas. When he feels learners are satisfied enough, then he can use questions and answers to bring them to a specific conclusion. To improve, modify and change the attitudes of trainees, a trainer may make use of the discussion method. When he is teaching natural science he can use a movie projector to show some facts; use the laboratory method to make learners familiar with blood, cells, and bacteria; use a field trip to acquaint the trainees with soil, rocks, and the like. So it is evident that sometimes for teaching a particular subject a combination of methods may be used. When trainees are going to learn to run the ploughshare, seeder, or reaper, they need an apprenticeship and drill in methods. For learning how to motivate rural people trainees may need to use methods like role playing, and questioning and answering.

As was mentioned already, excluding teaching literacy and numeracy, most of duties of trainees in this model

concentrate on:

social awakening

improving sanitation

improving people's professions

familiarizing adult people with relevant welfare

institutions

Each of the above mentioned aims, has many branches or sub-branches.

About social awakening it must be noted that trainees can help their country to develop fast especially when they become involved in the socialization of their fellow-countrymen. Social awakening by teachers can be one of the best ways for preparing the people to accept new developmental changes, provided the governments want the same. David Evans (1971, p. 201) notes that:

The teachers' attempts not to become involved in the socialization of pupils for national goals derives partly from their concept of teacher's role and partly from the fact that the government has made essentially the same decision. The government's position is almost surely a default position resulting from the tremendous efforts required just to keep the system functioning in its present form. The question of consciously trying to create school situations which will reduce the most desired form of socialization has never really been considered by planning officials.

Sanitation for example consists of:

1. Asking adult villagers to develop their water resources.
2. Using techniques for transporting water.
3. Using techniques for storage of the water.

4. Using different methods for purifying their water.
5. Constructing sanitary latrines.
6. Separating people's houses from animals.
7. Antisepticizing houses and the environment.
8. Asking people to do vaccination when it is necessary.
9. Asking people use clean and nutritious food after teaching them how to keep foods clean and which food is nutritious.
10. Encouraging people to visit doctors when they are sick instead of asking a prayer to heal their sickness.

Considering the above mentioned aims and the variety of the trainee's roles in this model, he will have to know and use different teaching methods. What is very important is that he must use those kinds of methods which are not so formal that adult rural people feel they are students and under the control of rigid teachers. The role of a trainee in this model has to be the role of a consultant, guider and helper. The trainee's functions have to be like those of a reliable informed comrade of adult people. In this case the initial contact of trainee with rural people is extremely important. First impression always is very effective especially for rural people who are generally suspicious and superficial. To make the initial contact a pleasant and successful one, a survey must take place in a respective village before the arrival of the trainee in a rural area.

The survey should have two main purposes: first to find out good-natured, and respected rural people with clean records to advise trainees on how to relate to such people; second to find out the immediate needs of villagers in order to start with those needs. At the same time it would be a good beginning if a training institution which cooperates with ministries like agriculture, public health, rural affairs and the like would provide trainees with some fertilizer, sample seed, and first aid material. Rural people will have a good image of the trainee when he distributes those things among them for free. This kind of beginning as well as avoiding association with infamous rural people, will make further contact easy and promising. The trainee must make every effort to go among people and penetrate into their daily life. Role playing, group centered discussion, and questioning and answering are effective methods for those purposes. Therefore, trainees have to learn these strategies and trainers should teach trainees using the above mentioned methods. Trainers also have to ask trainees to use the same methods when they are teaching their peer groups in the classroom.

The concept of microteaching which was mentioned in first model can be used in this model too. It is not crucial to have those complicated media for doing microteaching. The fact is that the microteaching method divides the processes of teaching into different sub-skills, and emphasizes

each one until learner becomes a master of that skill and can be used with or without videotape recorder, camera, microphone, and television. Although these media make the processes more visible, one can use only a simple taperecorder to make trainees skillful in sub-skills of teaching, questioning for example. However, this does not mean that the other methods of teaching must be ignored. Actually considering the varieties of their role, the more trainees know teaching methods the better they can act.

What Are the Sequences of Training Program?

As Table 8 shows the duration of training in this model is nine months. The trainees are supposed to study and practice six days a week and six hours a day.

The first month is devoted to introduction. During this month trainees become aware of the aims and objectives of the training program. Some courses offer information about the activities of United Nations, human rights, obstacles to development, and the role of education in development; these courses familiarize students with the importance of their duty and enable them to realize how constructive they can be for their country through their future job.

The second month is set up to give trainees some ideas about adult education, the sociology of rural areas, group work-shops, principles of religion and politics. All this will help them gain some general knowledge about and for the people whom they will be working with.

The third month will include those activities which give trainees skills and abilities to motivate, awaken the rural villagers, to talk to them, live with them, and transfer the related information. During this month trainees have to learn and act. They have to practice whatever skills they learn with their peer group.

The fourth month is set up in a way so as to enable trainees to gain some practical information about methods of rendering first aid, purifying the water and environment. During this month the trainees have to learn about nutrition and ways to encourage people to see doctors when they are sick.

Since the trainees in this model are supposed to help rural people with their jobs too, the fifth month is planned to give trainees particular information about local professions. Naturally, the content of this month is flexible. For instance, if the villagers in a respective rural area are fishermen, trainees need to learn advanced methods of fishery and methods of fishing to a degree which will help rural people increase their production. If villagers are farmers, then, knowing the principles of farming are important. In any case, trainees have to know how to use related instruments.

The sixth month is comprised of those courses which are related to the domestic economy. Most villagers have some kind of local industry which, if improved, would help

them. Therefore trainees during the sixth month should learn those industries, as well as methods of sewing, knitting, food preservation, simple construction, family planning and other related subjects.

The seventh and eighth months are devoted to field training. During these two months trainees should go to villages and practice whatever they have learned and know. It is desirable to have somebody in a supervisory capacity with them to observe their activities. If this is not possible two trainees can go to one village to observe each others' work. However, trainees must write a report each night about what they have done during the day and the problems they encountered. Trainees may send copies of their reports to the training institution each week for notification and consideration. At the end of two months they should go back to the training institution for feedback and more information.

The ninth month is set up especially to discuss the problems with which trainees have been faced in the field. The course content of this month should be designed on the basis of field reports of trainees. The activities of this month can encourage and support trainees provided they lead to problem solving. Also in this month a kind of overall information gathering concerning the whole training program should be presented.

TABLE 8

Sequences of Training Program

General Topic	Related Courses and Activities	
First Month	1. United nations & human rights	2. Obstacles to development
Introduction	3. Role of education in development	4. Aims & objectives of the training program
Second Month	1. Adult psychology	2. Sociology of rural areas
General knowledge	3. Group workshops	4. Principles of religion & politics
Third Month	1. Motivating techniques	2. Discussion techniques
Teaching skills	3. Role playing	4. Application of educational aids
Fourth Month	1. First aid techniques	2. Techniques for keeping living places clean
Health information	3. Making simple sanitary latrines	4. Water purification
Fifth Month	1. Use of new agricultural instruments	2. Methods of irrigation
Agricultural information	3. Methods for using fertilizer	4. Methods of preventions of calamity
Sixth Month	1. Food preservation	2. Family planning
Family economic	3. Improving local industry	4. Simple construction methods
Seventh Month Field training	Action and report writing	
Eighth Month Field training	Action and report writing	
Ninth Month Field Problem discussion & general information	1. Problem discussion	2. Teaching skills
	3. Health information	4. Family economic

How Should the Trainees be Motivated?

One essential part of making people do some special job is motivating them. In this model as in Model One the director of the program wants trainees to learn some specific subjects in order to do different work in fields in a hard situation. Therefore, motivating them is crucial. It is true that a trainee is motivated enough when he or she agrees to do a certain job, but one must not ignore the fact that many people participate in a particular undertaking to have temporary work. Some accept a job to find their own satisfaction and others participate for future promotion. If from the early stage of training a director of a program makes the participants aware of the advantages of their work and the future possibilities for promotion many problems will be solved, and many misunderstandings won't happen. In any case, the director can motivate trainees by giving them some future opportunities such as those mentioned in Model One, in the motivation sub-section. At the same time, by considering the characteristics of trainees and the possibilities available in his organization, he can think of other motivating things.

How Should the Program Be Followed-up?

This author believes that any training program needs a follow-up system, if good results are desirable. This model requires a follow-up system with two main purposes. The first is to follow-up the literacy and other

developmental programs executed by trainees for rural people. The second one is to improve the skills of the trainees themselves. Although both systems have many effects on each other, this model deals primarily with second one.

Characteristics of Supervisor

To meet the needs of the follow-up system some supervisors must be trained. Supervisor training by itself is another topic, so in this model only some of the characteristics of a good supervisor will be mentioned. A supervisor in this model must:

1. Know the aims and objectives of the training program.
2. Believe in those aims and objectives.
3. Be interested in rural development.
4. Be from rural areas or have deep familiarity with rural life.
5. Be able to live in a village when it is necessary.
6. Have greater knowledge and skills than trainees.
7. Know supervisory techniques, not those of a boss.
8. Tries to meet the needs of the training institution while having friendly relationships with trainees.
9. Be able to establish good relationships with the branches of those ministries and institutions in which trainees are involved.
10. Have an appropriate vehicle not only for visiting different villages but also to carry educational materials and other related things for trainees.

These supervisors must have ten to fifteen trainees under their supervision. When the villages of trainees are far from one another, the above numbers must be reduced. Supervisors should have enough time to visit each trainee two times a month and observe the details of the trainee's work. Then at the end of the day (or whenever is convenient for both trainee and supervisor), they can discuss the good and weak aspects of trainee's duties in order to improve his qualities. As Alfred Kadushin (1976, p. 126) notes:

The supervisor in discharging the responsibilities of educational supervision helps the worker implement and apply the more general learning provided through the in-service training program. He teaches "The worker with what he needs to know to give specific service to specific clients" (Bell, n. d., p. 15) and helps the worker make the transition from knowing to doing.

The supervisor must be careful to not advise trainees when rural people are around. He must admire the trainee's good points to enhance the dignity of the trainee in the village. Doing this not only makes the trainee more open to receive new advice but also makes rural people happy to have such an instructor in their village. The importance of regarding this point will be more obvious when one considers the characteristics of rural people.

When a supervisor observes a common problem among most of the trainees who are under his supervision, he can ask them to gather in a central village during a weekend for a short training session or discussion. The supervisor can make the best linkage between training institution and field.

Evaluation of the Program

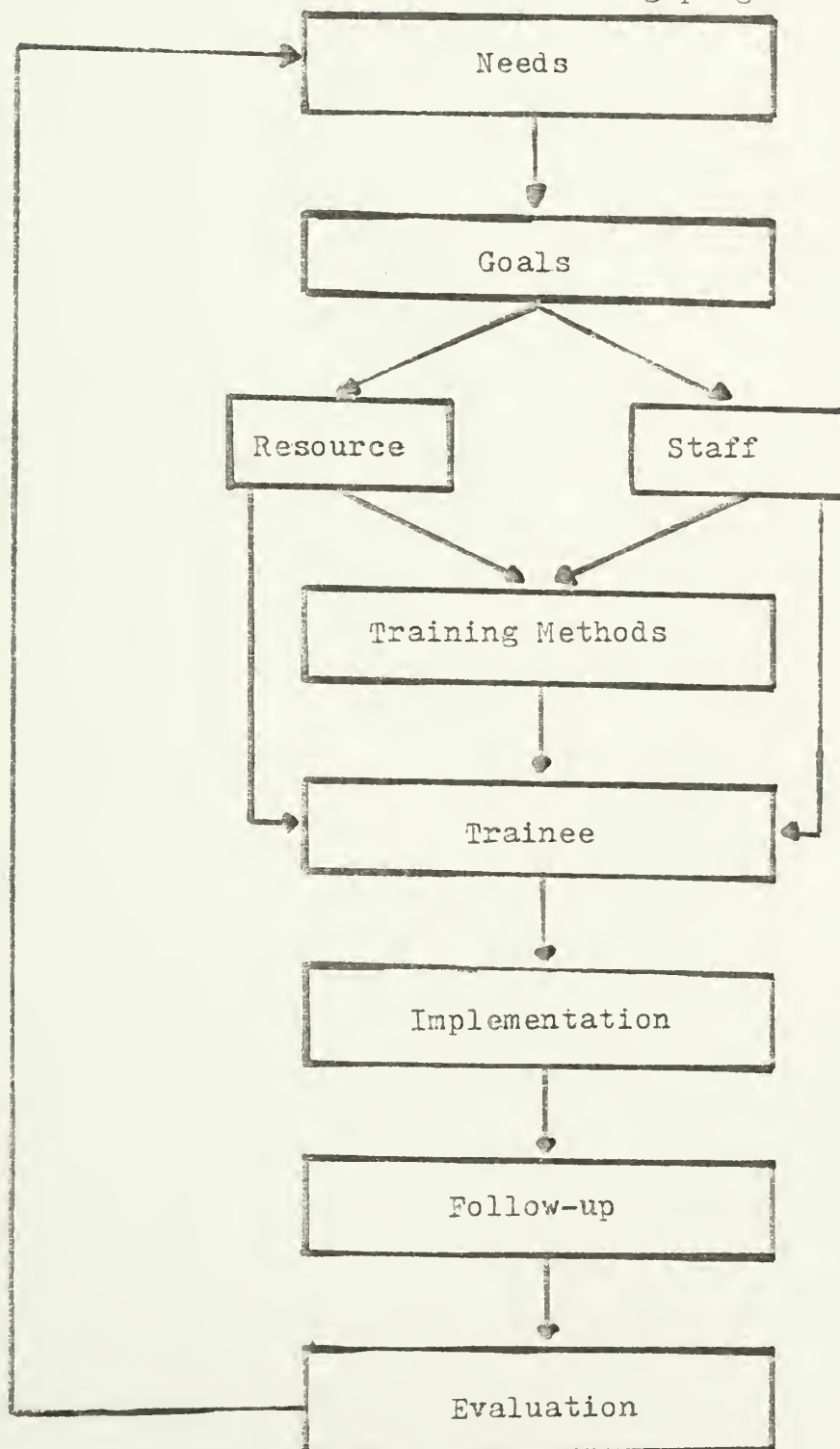
Some people believe that evaluation of the program is one of the duties of program's director. As far as this model is concerned, the director can be one of the people who participates in an inter-institutional evaluation program, but he cannot be a good evaluator of field activities. The supervisor can take this responsibility and accomplish it perfectly provided he is interested and skillful in supervision.

Observing the work of trainees two times a month, and distinguishing desired changes in the lives of rural people can give him enough chances to evaluate the work of trainees. As was mentioned before, evaluation in this model is not only checking to see how many adults can read and write but also testing to see how much change has been brought about as a consequence of a literacy tool. To be more specific a supervisor should notice what percentage of the people have become interested in using chemical fertilizer, sample seed, new instruments, purified water, nutritious food, and anti-pregnancy tablets. The supervisor must observe and see what percentage of the rural people, after the arrival of the trainee, show interest in group discussions, problem solving, cooperation, responsibility, altruism, self acceptance, enlightenment, and rationality. Observing all these criteria, the supervisor can evaluate the work of trainees and submit a report to the training institution, while he continues

working with trainees to encourage their strong points and improve their weak ones.

The training institution may modify or change some aspects of the training program on the basis of evaluation reports which are received from different supervisors who work in various areas. As figure three, (which shows the design of training program of this model) indicates, the result of the evaluation can effect the whole program. During the evaluation process, supervisors and other involved people may recognize that the target population do have new needs related to the training programs. These needs probably require new goals and these new goals will influence the other aspects of the training program. Also in the process of evaluating the work of trainees, a supervisor may notice hopeless trainees who have done their best, but due to unexpected problems, they have not achieved desirable results. In these cases supervisors must not only guide trainees to use appropriate approaches, but also assure trainees of organizational support. Supervisors can also allow such trainees to meet their successful peers to learn from them and gain their support as well.

FIGURE THREE
Design of the training program



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CHAPTER V

ADAPTATION OF THE MODELS & SOME SUGGESTIONS

Adaptation

In chapter three and four two models for teacher training in developing countries were presented. It was noted that these models are not the ultimate models for the mentioned countries rather, they are provided to bridge the wide gap between the high demand of the population for education and the shortage of teachers.

There is no doubt that in order to upgrade the level of life in a society, the quality of the educational system of that society must be upgraded, and nobody argues that in order to have a more qualified educational system, the training of more qualified teachers is one of the important prerequisites. But, as was discussed in chapter one, developing countries do not have the required skilled manpower, technology, time, and money to train college trained teachers. Therefore till this situation is remedied, adaptation and utilization of short-term training strategies seems to be inevitable.

Considering the fact that the linkage between the educational institution and the social, cultural, economical,

and political aspects of the society is a must, responsible educators who want to adapt and utilize short-term training strategies must study the environment of potential learners. This study has to identify human and financial resources of the society as well as its social organizations, traditional values, and new values and trends. As a matter of fact, responsible educators in this stage have to act in the capacity of an educational planner. If educators are working at the country, provincial, or city level, then acquiring the different profiles of the population will help them to find about age, sex, and education of the people, and all of this information (in addition to a financial study of the prospective population) will assist them in understanding the total resources of the given society.

In cooperation with social scientists, educators have to find out about social organizations of the society and the nature of their structures; and the official and unofficial relationships which are dominant.

When educators research the traditional and new values and trends of the society, this, in addition to the already mentioned studies, gives them a clear picture of society and its different aspects. Having this picture allows responsible educators to determine the nature of the target population for whom teachers are going to be trained.

Profile of the population shows whether more emphasis must be put upon women, men, or children. The educational

profile of the population defines the available skilled manpower so the educators can decide who the trainees and who the trainers of teacher training can be, and what the level of their education should be. The findings of financial resources would enable educators to decide to make use of complicated modern media during teacher training programs and apply radio and television satellites, build special educational buildings or make use of whatever simple instruments are available to aid the learner. In any case the decision would have some influence on the training program. In another words, trainees have to learn during training program to work with simple or complicated devices, be a monitor, a guider, or a traditional teacher. The study may also determine how long training program should be and what courses should be offered. In a country where, there is enough skilled manpower to undertake teaching responsibilities but there is not sufficient financial support, training policies might differ from another country which enjoys having enough financial-resources, but not sufficient skilled manpower. To train teachers for teaching basic education in the first country the duration of the training program could be shorter and offered courses might stress only teaching techniques; while in the second one training periods would be longer and emphasis put on reading, writing and numeracy abilities as well as teaching techniques. In the first country responsible educational authorities have

to use many strategies to keep trained teachers from escaping of their profession and getting a better job; while in the other one, due to unemployment, the teachers are very anxious to keep their jobs.

The findings of social organizations of the society, such as the types of official and unofficial relationships and structures which exist, enable the educators to see how much they can rely on collaboration and participation of people and non-educational institutions. Having these findings is crucial if the training program is to be a realistic one. These recent findings are helpful specifically when educators are planning to train teachers who at the same time are going to be community developers. In these cases, educational institutions need the help and support of people in other organizations. For many educational institutions which lack enough budget and equipment, making use of resources and expertise of other organizations is inevitable. There is no doubt that the expertise and the equipment of agricultural departments, Health centers, industrial factories, welfare foundations, and people's unions are of vital importance for educators in training teachers who are going to be community developers too.

Finally, discovering the traditional values and new values of the society will help educators make proper educational decisions. This findings information allow them to know to what extent the people will accept educational

innovations, to what degree they will resist the changes arising out of this particular teacher training group, and how much the desired behaviors would be reinforced. Educators in this stage will find that new values, norms and trends of the society are mostly set up by the upper classes to serve themselves and usually are not set up to help the masses.

The upper classes with their political and economic power influence society, including its education and its trends. Therefore, if educators truly want to train teachers to serve primarily disadvantaged groups, they must focus on values and trends which can meet these purposes. Although it is true that these influences of the upper classes will not vanish only through educational efforts, nevertheless, to reduce those kinds of influences, educational institutions can be supported by the government (provided the government itself is not under the supervision of the upper classes).

Taking into account the results of the environmental research on human and financial resources, social organizations structures and relationships, traditional values, new values, and trends is imperative; without considering such information, any educational planning is absurd. In order to have effective short-term teacher training or any other educational enterprise, involved educators must do such research or have access to its results.

Actually without this kind of study one cannot

identify the target population, set the goals and objectives of training, recruit the director of a training center or its trainers, select trainees, nor choose proper methods. It is almost impossible to use certain media, motivate involved people, do follow-up or evaluation training program without having the outcome of such research.

Some Suggestions

In spite of the whole world's belief that education is a means for individual advancement and national development, many countries are unable to provide basic education for their school-age children. By looking at educational statistics of UNESCO, one can see that the number of out-of-school youth is increasing every year. Asian countries provide examples of this unfortunate situation.

Analysis of data available for 15 countries in Asia made by UNESCO Secretarial shows that, in 1960, out of 263 million youths (aged 6-18), 163 million or 62% were out of school. In 1970 the number of those out of school had grown to 182 million. If the present trends in school enrolment continue, the number of young people out of school would have reached 231 million in 1980. (UNESCO 1974, p.9)

Even in the United States of America where the educational system has served as a pattern for some other countries there are many youths out-of-school.

According to our analysis of 1970 U.S. Bureau of the Census data on nonenrollment nearly two million children 7 to 17 years of age were not enrolled in schools.... Ten states have more than 6 percent of their school-age population not enrolled with Mississippi leading the list of 7 . 8 percent. (Washington Research 1974, p. 1)

It is significant to mention that among those young people who have opportunities for schooling, the drop-out rate is high. Others, who for different reasons remain in schools, feel that their learning needs are not met by what school systems offer them.

The situation is much worse in rural areas where the majority of people live. In Asia which has more than 50% of the world population, nearly 70% live in rural areas where most are deprived of any kind of schooling.

Women, especially, almost everywhere, are deprived of social advantages and education as well. As table 9 shows, in many Asian countries the ratio of women enrolled in schools is less than that of men. The same table shows that enrollment of women at the secondary level is less than that at the primary level of education.

TABLE 9

Country	Year	School Enrollment Ratio		
		$\frac{M}{F}$	Level of Education	
			First Level	Second Level
Afghanistan	1973	Male	$\frac{17}{5}$	$\frac{11}{3}$
		Female		
Bangladesh	"	"	$\frac{71}{51}$	$\frac{25}{13}$
Burma	"	"	$\frac{107}{103}$	$\frac{22}{19}$
Cyprus	"	"	$\frac{78}{78}$	$\frac{64}{61}$
Democratic Kampuchea	1972	"	$\frac{38}{32}$	----
Hong Kong	1973	"	$\frac{120}{119}$	$\frac{67}{64}$
India	"	"	$\frac{63}{49}$	----
Indonesia	"	"	$\frac{60}{55}$	$\frac{13}{9}$
Iran	"	"	$\frac{69}{50}$	$\frac{41}{29}$
Iraq	"	"	$\frac{79}{49}$	$\frac{28}{17}$
Japan	"	"	$\frac{97}{97}$	$\frac{94}{94}$
Jordan	"	"	$\frac{81}{76}$	$\frac{38}{31}$
Kuwait	"	"	$\frac{87}{81}$	$\frac{58}{54}$
Saudi Arabia	"	"	$\frac{42}{29}$	$\frac{13}{8}$
Sri Lanka	"	"	$\frac{86}{86}$	$\frac{59}{59}$
Thailand			$\frac{80}{76}$	$\frac{19}{16}$
Turkey			$\frac{108}{97}$	$\frac{30}{18}$
Yemen			$\frac{18}{4}$	$\frac{2}{0.32}$
Yemen Democratic			$\frac{76}{39}$	$\frac{16}{7}$

The above information indicates that many countries of the world are not able to provide their people with basic education. It also shows that there is considerable waste in their educational systems.

Although they have a long way to go, fortunately UNESCO and other similar international organizations have researched, guided, and helped countries to overcome these difficulties. Therefore, this author's suggestions are neither to solve the world's educational problems nor to overcome the constraints of a particular region, the following suggestions will, at least contribute to reorganizing the existing educational systems of developing countries of Asia in a way that will enable them to function more efficiently and provide basic education for more deprived people.

First. Place Emphasis on Practical Aspects of Education.

Apparently the curriculum of many Asian countries has been developed in a way that wastes most of the time of students, e.g., Centering memorizing names of people, places, dates and historical events. In other words, this kind of curriculum does not encourage practical aspects of schooling, but rather turns out students who are like small uncompleted mobile dictionaries which lose most of their pages as the time passes. According to Thomas (Don Adams. 1971, p. 181) there are four types of schooling: "memorizing, training, developing intellectual, and problem solving". A close look at the details of each kind of schooling proves

that super powers and so-called advanced countries emphasize, not memorizing, but the three other types of schooling. This author agrees with Thomas that a good curriculum must be a composition of all four types of schooling, he believes that developing countries are in a stage that requires emphasis on practical aspects of curriculum. Considering the fact that schools cannot be isolated from the other parts of the society and remembering that the main function of the schools is to prepare students for serving their nations, strong relationships must be established among schools, families, work environment, public places, and other units of the society.

To achieve this goal it would be absurd obviously to apply a foreign curriculum or to hire foreign curriculum experts. National planners have to sit with educational planners and representatives of the people to draw up an outline of national policy and decide which skills will be required for the manpower of coming decades. In cooperation with sociologists, educators have to find emerging values which will accommodate acquisition of new skills and the reactions of people toward the new values. Taking this information into account, educators can develop a pure national curriculum which will be supported by family and encouraged and reinforced by other units of the society. Rather than having a "memorizing" schooling which educates a group of graduates who think working is separate from study, the new curriculum

would help the student to see education as a complement to work, and participation in community activities as a part of the educational process. From elementary to higher education, curriculum must offer courses which are work oriented and emphasize practical skills. Even sport. courses, must serve this aim and encourage group work rather than individual exercise. Out-door education should be introduced not to show how poor the workers of factories and farmers are but to involve the students and heighten their interest in working, through guided and direct experiences.

An effective system of counseling and guidance must be included in the educational system starting in early elementary school in order to follow the attitudes, ideas, abilities and skills of the students. Having this information in addition to IQ results and results of achievement tests and other tests will enable educators to guide students in proper educational experiences and consequently in choosing the right career for their lives.

To reduce the waste of education, many countries in Asia must switch to the unit system. According to the existing system a student can go to a higher grade provided he passes all the courses which have been offered during an academic year. In other words, if he successfully passes most of the courses but fails a couple of them, he must stay in the same class for another academic year and repeat all the courses including those he has passed. This policy is responsible

for increasing the drop-out rate as well as tying up a percentage of the available places in classes. Table 10 shows the distribution of repeaters of selected countries of Asia according to grades

TABLE 10

Rate of Repetition for Some of Asian Countries

First Level Of Education Boys and Girls

Country	Year	Grade						
		1	2	3	4	5	6	7
Iran	66/67	13.7	13.8	11.0	9.0	9.5	10.3	-
Kuwait	67/68	16.0	14.3	18.1	14.9	--	--	-

Second Level of Education

Country	Year	Grade in First Cycle				Grade in Second Cycle				
		1	2	3	4	1	2	3	4	5
Iran	66/67	19.0	13.5	14.4	-	14.3	9.0	16.7	-	-
Kuwait	67/68	21.2	19.3	17.2	27.0	24.9	15.7	25.5	45.7	-
Syria	67/68	10.3	8.5	29.6	-	5.7	5.3	29.6	-	-
Thailand	66/67	16.4	17.0	4.9	-	39.8	44.5	-	-	-

Statistics of UNESCO 1972, p. 18-19

Switching to the unit system would help students stay in school longer and require them to repeat or do work only in those courses in which they have shown weakness. This makes students feel better reducing the drop-out rate caused by a sense of under achievement. The unit system would also provide more available places for new students.

At the secondary and higher levels of education, drop-outs can be reduced by altering some rigid rules hence smoothing the way for students. For instance what will happen if the same credits are given to the students who have fulfilled all educational requirements, but due to their work program, had not been able to attend the classes? This author remembers when he was a school teacher and at the same time had taken some courses from one of the colleges. Due to a conflict between his school hours and college hours he could not attend one of the courses but studied it perfectly. At the time of the oral examination for the course, all the other students were in the audience, the respected professor asked many questions about the course and was satisfied with the answers of the author. Then the professor looked at the other students and said "I want all of you to study like this gentleman," and added loudly, "Your grade is A;" then he took his register notebook and found the name of the author. Suddenly he said, "Oh, no, wait a minute; you cannot pass this course because you have been absent from the class many times. The results of your examination does

not have validity." What happened? What was wrong? All the author's personal efforts and knowledge were futile because he had not attended the class, because he had thought younger students needed him more than he needed the professor, and because he was a conscientious teacher who did not want to leave his class, and because he knew he could handle the course properly. The minute the professor saw his notebook and found out about the author's absence, his knowledge melted and his intellectuality vanished.

There are many boys and girls who cannot attend school but have learned how to read, write and compute. These people should receive a degree which is equal to their knowledge. Why must they be deprived of that degree when a degree plays the role of high validity; as a matter of fact, people with a sense of achievement, promise a better production than others.

There are other children or youngsters who cannot attend schools or drop out of schools because of stringent admission policies or inadequate financial supports. It seems that, if these policies change and recruitment in secondary and high schools takes place, it will influence the drop-out rate and the enrollment rate also. Some changes in the grading system and transfer policies would help as well.

Having worked as a counselor in elementary and secondary educational system of Iran this author has had

enough experience to state that many students in elementary and secondary schools do not have a clear idea about what they want to do after graduation. Even those who mention the name of some jobs do not know what the requirements and advantages of those jobs are. Counselling and guidance in school can help to clarify different jobs, but the best way to solve this dilemma is to provide students with direct experience through work study programs. The idea of work study had been in author's mind for a long time. It was reinforced when he found some opportunities to be involved with educational systems of the United States in Massachusetts.

In this state most high schools students can take a course called work study, through which they will work in or outside of school in the place that they like and have chosen with the help of a responsible educator. This work can be in banks, farms, factories, restaurants, shoe shops, grocery shops, pharmacies, coffee shops, hospitals, school offices, city halls, newspaper offices, or other available places. This kind of experience involves action, communication, and introspection. In an unpublished paper by Amherst Regional High School, about work study, one can find the following statements:

Life enrichment derives from awareness and freedom to act. Awareness of oneself and the environment can be valuable in and of itself, but awareness also can be a tool to direct future action. Even with awareness, freedom to act is not possible unless one

knows that through action a person can change his or her life in a meaningful and positive way. To know this it is necessary that a student participates in a series of activities over which he/she gradually assumes greater control. (1976, p. 1)

Students who take work study courses receive money for their work as well as grades for their courses. Involved educators contact the manager or owner of the place where a student works, two times a month, to discuss the student's development. In the above mentioned paper it is said that:

The State goals on which this curriculum (work study) is based are:

1. Physical and educational well-being, schools have an obligation to insure that students are aware of their own development.
2. Occupational competence. School programs should provide the opportunity for total career development.

There is no doubt that such programs would be well-accepted in developing countries where most of the students are obliged to leave school in order to seek a job.

This author was surprised when, during a course called "Comparative education", he saw a movie from Russia in which he noticed another kind of work study program. The movie showed all students working one day in factories or other places and spending other day in classes. This is a valuable approach for developing countries to adopt and apply. There is no reason why education should not be work-oriented in developing countries just as it is in developed ones. Even if developed countries like the U.S. and Russia did not have such systems of work study, developing countries, because of their particular situation, and because of their shortage of

skilled and semi-skilled manpower could benefit from it. If work study becomes a part of the curriculum of developing countries, it certainly would have a positive influence on the rate of enrollment: decreasing the drop-out rate, and involving students in social work. The most important concerns of any healthy curriculum should be to give more information to the students about the work that they are doing, and to facilitate the student's satisfaction arising from self-development and introspection.

Second, Prepare a Situation in Which Clientele or Buyers of Education Become Its Producer Too.

As was mentioned in Chapter One, one of the major problems of developing countries is the shortage of skilled manpower, particularly trained teachers. As long as things remain the same, neither available facilities, nor teachers and curriculum will solve the manpower problem or meet the learning needs of students.

Many students cannot benefit from what they have read in schools, many cannot show you how to do work in which they are experts, and many listen to the news on the radio or watch television but are unable to briefly tell you what the news was about. They only say "I liked the news" or "I hated it." In daily conversation one can see many examples of this inability to relate information.

What are these students going to do in future? Is it not true that after finishing schools, they will want to

serve their societies as workers, engineers, doctors, priests, drivers, policemen, teachers, senators, lawyers, managers, dealers, and.....? What can they do without proper skills? Inadequately trained, they are caught in a situation where compromise is the only alternative, they cannot be truly effective.

This author believes that, besides the suggestions which were offered already, including a course called "How to teach" in the curriculum of secondary and high school students would be helpful. Even the higher grades in elementary schools could benefit from that.

Teaching methods focusing on the clear transference of idea through adequate knowledge, and appropriate skills should be the content of the course. Outstanding teachers must teach this part of curriculum in a way so that every student who takes the course would be able to relate what he has learned to others in a sufficient and clear way.

This author believes that including such a course in curriculum would:

- a. Help students and consequently other people to make themselves clear.
- b. Reduce the rate of misunderstanding which so far has caused many problems.
- c. Make students familiar with the techniques and means of teaching in early stages.
- d. Familiarize students with proper teaching methods

so they can be aware of which methods are being applied by their teachers, and can demand more, thereby increasing the quality of education.

- e. Make more students interested in teaching profession and influence the shortage of teachers.
- f. Provide a way for people educated at the secondary or higher level to teach lower level students.
- g. Make the concept of "each one teach one" a reality.

In order to make use of the "How to teach" course, teachers, may ask students who are good in a subject matter to help others who are not.

In the communities where the rate of illiteracy is high teaching one or two illiterates to read, write and compute can be a part of evaluation of the course. In the early stages these illiterates can be members of the students' families.

If the work study program as suggested becomes a part of the curriculum of the developing countries of Asia, many students would want take the "how to teach" course and teach in adult evening classes. Therefore, The Ministries of Education instead of scattering their limited facilities everywhere, can concentrate mostly on educationally deprived communities.

Another way to make use of students (clientele of education) is to send them to farms, factories, gardens, and rural communities to work and be directly involved in social

affairs. Participation in social affairs not only familiarizes students with the activities of each sector, but also gives them a clear picture of the related problems and enables them to be more reasonable in their demands for development.

Every year many of the young population, mostly students make demonstrations against their governments, demanding a better situation and a higher standard of living. These demonstrations cause much material damage, and involve killing or injuries, and imprisonments by the police force which leads to popular dissatisfaction among the populace. Developing countries cannot afford these demonstrations. They neither have enough money nor manpower to ignore the death or imprisonments of their educated youth, nor to pay for the damages, nor can they tolerate popular dissatisfaction. So, why do these things happen? Governmental officials usually state that young people demonstrate because they are misled by enemy agents; young people do not understand; young people do not know. If this is the case, why do the governments allow young people to misunderstand and be misled? Doesn't this suggest that the educational system is inadequate?

Governments through education, should provide the young students with a situation which makes them aware of their society, its trends, its resources, its limitations, and the determinant international forces. Involving young

students in social affairs, rather than entertaining them, would result in redirecting student energy to constructive rather than destructive modes and help create a healthy society.

It is quite possible to send many of the secondary and higher level students to rural areas during summer. With the experience of how to teach courses they can teach literacy classes and take part in other developing enterprises. All these activities which require students involvement would provide a situation for clientele of education to be its producer too.

Third, in Adult education, give them what they want not what you think is good for them.

The term "Adult Education" has different meanings in various contexts and in different countries. This term includes many labels such as: literacy, basic education or fundamental education, vocational or job training education, health education, cultural education, community development education, social education, art and cultural education, political and civic education, religious education, economic education, and many other programs prepared for adults who have not attended schools or who no longer go to schools.

In many developing countries adult education generally means literacy or fundamental education which usually consists of teaching reading, writing and computing at a basic level. To be brief the adult education is similar to

that of children in the early stages of their primary schooling.

If there are such programs in rural areas of developing countries, the learners are those people who have not had any kind of schooling in their childhood. Teachers or instructors are usually untrained or very poorly trained people who hold a degree equal to the last grade of primary education. These instructors are not aware of what they are doing. Educational means and materials, if they exist, are not sufficient and proper.

Equipped like this, these countries, since the Conference on Adult Education held in 1950, have started a campaign against illiteracy to eradicate it. However, UNESCO's statistics indicate that not only has illiteracy not been eradicated, but the absolute number of illiterates has radically increased.

During the last decades formal education has been the target of many criticisms for its weaknesses.

These weaknesses may be crudely outlined as follows: Lack of success in meeting the changing needs of youth, particularly as regards of the adolescent population. Failure to cater adequately for the potential adults clientele, disappointing impact on redressing inequality, and the absence of an adequate framework for integrating theory and practice, and, in particular, its indifference to change in the world of work. (CERI 1975, p. 5)

Fortunately under the title of "nonformal education" other kinds of adult education programs like family planning, home economics, functional literacy, health education,

nutrition and other related programs, have been introduced in recent years. Nonformal education, because of its flexibility and adaptability for community development is very promising. But because many educational planners do not know its nature nor rely on it, due to the limited proportion of local people who are benefiting from that, and because of shortage of resources and other obstacles, the results, so far, have not been outstanding. Therefore, responsible educators and experts who are aware of potential power and effect of nonformal education have to introduce it to others and support its growth. To come to the point, and considering the fact that rural people of developing countries are the most deprived people of the world, education in any form has to give its priority to them.

Formal, nonformal, informal or traditional education, all, have to be planned, organized, and directed in a way to provide rural people with a kind of education which will enrich all aspects of other life rather making only productive machines of them. To mobilize education for rural development many educational needs have to be met which briefly as Coombs (1974, p. 15) notes, can be categorized under four headings.

- (1) General or basic education: literacy, numeracy, an elementary understanding of science and one's environment, etc.- What primary and general secondary schools seek to achieve.
- (2) Family improvement education, designed primarily to impart knowledge, skills and attitudes, useful in improving the quality of family life,

- on such subjects as health and nutrition, home-making and child care, home repairs and improvements, family planning, and so on.
- (3) Community improvement education, designed to strengthen local and national institutions and processes through instruction in such matters as local and national governments cooperatives, community projects and the like.
 - (4) Occupational education, designed to develop particular knowledge and skills associated with various economic activities and useful in making a living.

If these four categories of education are properly implemented at the local level, results will be desirable. But as experienced people realize many problems arising from the resistance and rejection of the local people face development agents in this level. This is even worse when they want to introduce new innovations, values and patterns to rural people from remote areas who are at early stages of development.

About these problems, barriers and obstacles many books have been written and many speeches have been delivered, so it is a repetition to go through all that again. However, what this author, who has lived and worked among rural people for years, considers essential for a successful implementation of rural development, are two things:

1. Give rural people what they want by having close contact with them.
2. Provide them with a situation to strongly feel a need for what you want to offer them.

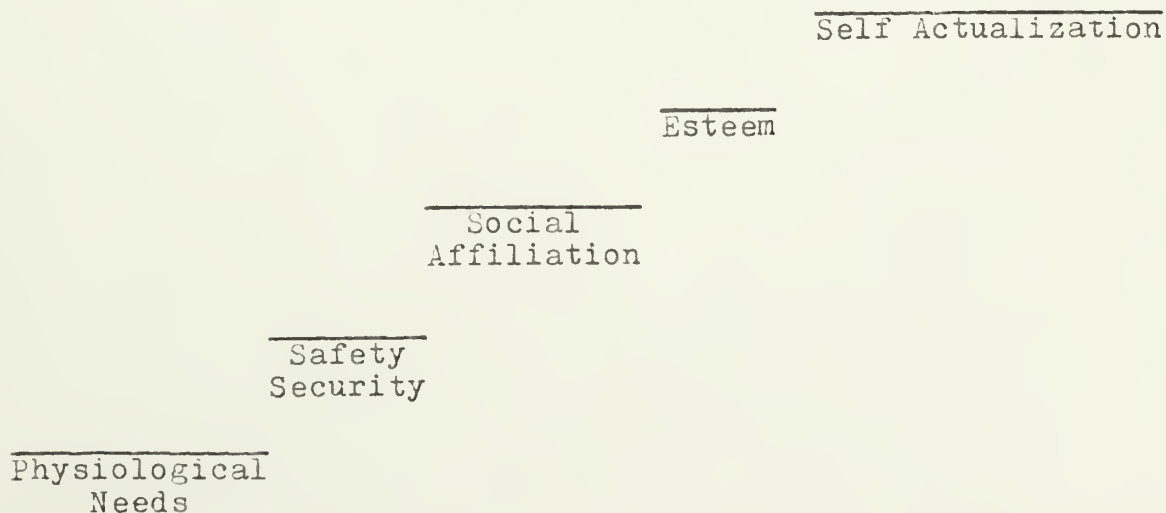
These two elements are so simple but complexity comes from the fact that development programs are either imported

from other countries or they have been designed in expensive decorated urban offices, by planners who never had a chance to go and observe rural people's poverty. The domestic planners, who usually come from upper classes and enjoy the best situations of life and are dying from gluttony cannot understand that villagers suffering from starvation do not need literacy. They do not know that such people won't listen to the advice of health agents or to the recommendations of nutrition advisors.

It is true that, literacy, nutrition, health programs, family planning, house keeping and citizenship programs are important, but these particular learners, need food, clothing and shelter which comprise their basic physiological needs. As Maslow states (Maslow 1965) there is a hierarchy of needs into which human needs arrange themselves.

FIGURE FOUR

Maslow's Hierarchy of Needs



According to this hierarchy the behavior of an individual at a particular moment is usually determined by his strongest need. After satisfying the strongest needs other level of needs become important. If this is the case, those who have worked in rural areas of developing countries have noticed that the strongest need of the people is the most basic needs. In other words, this deprived population spend most of their time seeking food, clothing, and shelter. If one adds disease, ignorance, and distrust to basic needs, he will easily find out that the persons with these needs are neither good listeners nor loyal followers. Even if these learners had not these special needs, one might admit that adults usually know what they want; therefore, this author believes in adult education they must be given what they demand first.

Of course there may be some other good things that rural adults may not be aware of their values because of the immediacy of their own needs and poverty while educators, community developers, or economy advisors might be aware of. In these cases responsible people should not offer poor adults things but rather create an awareness on the part of the adults for their services.

One of this author's friends who is a medical doctor stated that: "When I and two nurses in a mission went to a remote village for the first time to vaccinate the children, the rural people not only did not cooperate but actually

resisted, and one woman threw rocks and broke some of our instruments. However with the help of a local gendarme, we vaccinated some of children. One year passed and due to some problems, we did not go to the same village until a couple of weeks beyond the time we had in the previous year. It was the first day of third week that I heard the scream of a woman fighting with the nurses in the main office of public hospital. Entering the office, I saw the villager woman protesting why doesn't anybody come to vaccinate the village children? When she recognized me, she left the nurses and said here you are, do you want our children die? I asked if our work had been useful? She said "Yes, all the villagers know this. Unlike the way things were before, no child died this year. Please come; all are waiting for you."

As the story indicates, the adults have to understand the reasons and benefits of an action to participate in it. When they understand the value and realize the connections of a particular activity with their life, they would come and ask for help. They will protest if it is not done properly and they themselves will cooperate in any way that they can. So after satisfying the basic needs of the people, many efforts must be made to motivate and prepare them for accepting new things which have a direct relationship with their work and their lives. It is at this stage that social awakening and Freire's consciousness raising should be applied and would work. Also this is the reason

that in two teacher models which were developed (Chapter One and Two) much emphasis was placed upon motivating people and making them aware of their situation.

Fourth, in Adult Education Give the Priority to Women, Because They Deserve It More and Are the Best Propagandists and Disseminators of Education.

Unfortunately one of the things which has been ignored or underestimated by planners of adult education in some Asian countries is the potential power of women in developing and disseminating educational aims. It is true that some social barriers like men's attitudes, religious considerations, and women's dependency have caused this ignorance, but the same barriers are sound reasons for emphasizing women's education.

The fact that women are or will be mothers, and mothers more than the other members of the family, have the deepest influence on children in early stages of life, is another reason for emphasizing their education. In other stages of life as well mothers spend more time with children than anybody else. In developing countries where industrialization has not stolen mothers from their children, their influence on boys and girls is incredible; therefore they have necessary power to mould the minds of children or the younger generation of tomorrow's society in a desirable way. But the question is, how can a mother give her children the kind of things that she herself does not have? What does

one expect a child to learn during a few hours in school, while there is not anybody to support, reinforce or follow-up the school work at home. School hours are even shorter in developing countries, because of the lack of enough schools and facilities which requires most schools to have two or three shifts a day.

Also, women have great influence on their husbands, to the extent that many men change the style of their lives because of their wives. History has many examples of this. Even now in Vietnam women encourage men to participate in literacy classes and do not marry illiterate men.

In societies where men think they are more important than women, whenever women have participated in a developmental program, men have been motivated to do the same so they can at least keep their position.

Women in most communities, especially in rural areas, get together nonformally and exchange the ideas, experiences, beliefs and values effectively. The fact that commercial agents ask women to propagandize their message and sell their products proves that women communicate and influence each other.

Women also participate in many economic activities in rural areas, agriculture for example. As Coombs (1974,p.20) notes:

Farmers programs largely ignore the important role of women in agriculture, who comprise a large part of the agricultural labor force in many developing countries. In parts of Asia, for example women

often do most of the rice planting and also help with the harvesting....

Economic reasons are sufficient enough for some planners in particular contexts to offer women necessary education. However if one adds these reasons to those mentioned earlier and remembers that, despite their great roles, women have been the people most deprived of education, he would agree with this author that adult education has to place more emphasis on women's education.

Conclusion

Chapters one and two of this study showed the status of rural people in developing countries of Asia generally, and explained their educational situation specifically. In the same chapters, it was described that to improve the level of life of rural people and compensate for their long period of stagnation, preparing respective manpower through short-term training models is crucial.

In chapters three and four, two short-term training models for teacher training in rural areas were presented in which goals of training, characteristics of trainees, and competencies needed for effective teaching in rural atmosphere were explained.

In chapter five some recommendations for improving the educational aspects and standard of life in developing countries were made, while it was suggested how to take steps for modification and adaptation of the two

"teacher training models" in different cultures.

Since offered models have developed on the basis of the practical experience of the author in rural areas and his familiarity with educational problems of developing countries, he believes that they can contribute to the desire of developing nations for rapid development. However, suggested models will have greater share in community development if more emphasis is placed on other factors which have direct influence on the work of teachers, such as: behavior and collaboration of involved organizations; knowledge of teacher educators; relevancy of general curriculum; and sincerity of educational supervisors. Although this author has explained about these factors, he realizes their importance and recommends further study about each of them. Intensive study about above mentioned factors is inevitable if more fruitful outcomes from rural developmental enterprises are desirable.

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APPENDIX

In order to get more relevant literature this author corresponded to various educational organizations and different individual experts. However only the following organizations responded to his request by sending or recommending some literature.

Canadian University Service Overseas (CUSO)	Canada
International Institute for Adult Literacy Methods (I.I.A.L.M)	Iran
Learning Resource Corp., (LRC)	California
National Training Laboratories (NTL institute)	Virginia
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Paris & Bangkok

